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ABSTRACT

An information retrieval and dissemination unit was established within the South Carolina Department of Education in July, 1970. A major goal was to develop an effective and efficient link between information sources and educators utilizing interpersonal communication linkages. The major purpose of this was to improve state and local educational practices. This report on the first eighteen months of that pilot project is presented in the following format: (1) the national and state historical perspectives for such an information center; (2) the goals, objectives, structure, resources, activities and evaluation of the South Carolina center; (3) a discussion of the development and operation of the retrieval and dissemination unit; (4) a description of the role and functions of the communication specialists; (5) a general discussion of the information process and product; and (6) reflections on the past and future of the project. Extensive statistical information and other appended material are included. (SJ)

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The South Carolina Pilot Program For Information Dissemination

A Narrative Report
July, 1970 to December, 1971

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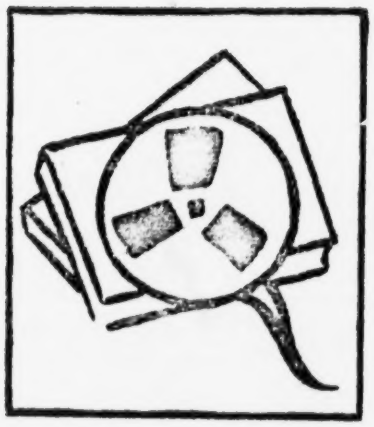

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D. J. Ashworth, Chief Supervisor
W. E. Ellis, Project Director
Jesse A. Coles, Jr., Deputy Superintendent
Cyril B. Busbee, State Superintendent

South Carolina Department of Education

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U.S. Office of Education
National Center for Educational Communication
Division of Practice Improvement

THE SOUTH CAROLINA PILOT PROGRAM

FOR

INFORMATION DISSEMINATION

A NARRATIVE REPORT: THE FIRST EIGHTEEN MONTHS

I. Historical Perspective 1

National
State

II. The South Carolina Pilot Program 7

Goals
Objectives
Structure
Resources
Activities
Evaluation

III. The Development and Operation of an Information Retrieval and Dissemination Center 24

IV. Facilitation of Information Utilization: the Communication Specialist 34

V. Process and Product 60

Information Center
Communication Specialist

VI. Statistical Report 78

EPILOGUE

APPENDIX

SECTION I

HISTORICAL PERSPECTIVE

National Context

The last decade has witnessed many alterations to the educational process in the United States. Presently, as never before, there is an emphasis upon constructive change within the educational system. Many factors are involved in this move toward accountability and better utilization of resources, and it would be difficult to pinpoint the beginning date of this trend.

Concurrently, there has been an emphasis on the utilization of information in the educational planning and decision-making process. Management techniques which have been proven to be effective in business and industry are being utilized in a new phase of educational management. Some alterations must be made due to the differences between business operations and educational activities. Systems analysis; planning, programming, budgeting systems, management by objectives, and cost benefit analysis are examples of management techniques which provide for more objective administration and decision-making.

Educators are witnessing a shift in emphasis within the educational management process. Historically, the emphasis in education has been entered in the input phase: staff, facilities, equipment, and materials. Today, more emphasis is being placed on the output of the educational system. Concerted efforts are being made to ascertain the benefits received for the investment made in the educational process.

Currently, educational management is stressing the setting of objectives, identifying alternatives, grouping activities in programs to meet the objectives, identifying resources required by the programs, and measuring the effectiveness of the program in meeting objectives. It is evident that a most important component of the decision-making process relates to the ready access of useable and reliable information.

Within the past decade educational information has been more prolific and better organized for faster retrieval than in previous years. The commitment of national resources has accelerated the development of certain products and techniques which have benefited the educational process. The total impact of educational research sponsored or assisted by federal funding is yet to be felt.

Educators are beginning to demand that information of promising practices in all fifty states be available for quick retrieval. Title III activities are assisting in this regard but only a beginning has been made. New evaluative strategies are being developed and mechanisms to bring the educator to the innovative site are being envisioned.

The U. S. Office of Education (USOE) has been providing leadership in the areas of program planning, research, information retrieval systems, and information utilization. In response to the need for the development of a system to identify, store, and retrieve educational documents, USOE developed ERIC (Educational Resources Information Center), a system designed to accelerate and standardize the collection of educational data from many sources.

Simultaneously with the initiation and growth of ERIC, USOE approached the state education agencies at a convention in December, 1969 to appraise them of their responsibilities in this operation. This initial encounter

was designed to introduce the establishment of a network of communication and cooperation involving USOE and the state education agencies. With the anticipated expansion of the responsibilities of a central coordinating agency, the National Center for Educational Communication within USOE was established in 1970 and is presently the focus for continuing efforts in information dissemination.

In June, 1970 NCEC funded the Texas Education Agency to operate a project to deal with representatives from each state to facilitate the diffusion of practices in information dissemination. Two national conferences were held which focused on a definition of dissemination, the elements of a state dissemination program, and specific strategies to put educational research into educational practice. The South Carolina Department of Education was funded in July, 1971 to continue the national program. The project attempts to provide practical training in the dissemination of educational information, to identify dissemination models within the states and resources for assistance in implementing the models, and to establish a data base of current state dissemination practices.

The National Center for Educational Communication within the Office of Education is committing its resources to the development of comprehensive educational information programs. NCEC is also committed to the development, coordination and strengthening of Federal, state, and local activities relating to the utilization of educational information and the application of tested practice to educational improvement.

State Context

Dissemination activities within the state education agency are essential components of the management process. Not only must information flow

from the agency, but information which comes to the agency must be utilized in the most effective and efficient manner possible. A successful management system depends on effective two-way flow of information. The many aspects of the process involved in sending and receiving information are identified as dissemination activities essential to efficient management.

Educational leaders in many SEAs envision the dissemination process as a way to acquaint public and professional audiences with current programs and activities of the agency. This function is performed primarily through a Public Information Office, or its equivalent, and secondarily through the other Offices within the agency. Often there is little coordination among the Offices, with each attempting in its own way to disseminate information considered to be important. Each agency meets with varying degrees of success in its attempts to make information available to identified audiences and even if these activities are being performed through unified, coordinated efforts, one aspect of the dissemination process usually has remained underdeveloped in most SEAs across the country.

Few state resources have been committed to the dissemination of educational research and comprehensive program information to decision-makers and planners at the state and local level. A most important phase of the decision-making process is the identification of alternatives. Through effective utilization of research and program data, a more defensible set of alternatives can be formulated which hopefully will lead to more rational decisions. However, this type of data rarely has been immediately available to the educational decision-maker and has been most difficult to retrieve.

Within the past several years, concerted efforts have been made at the national level to acquire and make easily accessible a vast collection of educational research and program data. Related to this effort, several

states have been funded to operate information retrieval centers and develop information utilization processes. Early results of the evaluation of these programs indicate that the centers and the processes are assisting educational managers in affecting constructive change at the state and local level.

Therefore, an effective comprehensive dissemination process at the state level would include both aspects of dissemination as important SEA functions. Several states are attempting to refine these activities at the present time. One ever-present problem relates to the identification of activity roles within the dissemination process and the agency. For example, where does one draw the line between public information and program information or program information and research information? Which Office should be responsible for which aspect of the process? In fact, a comprehensive definition of the dissemination process has not been fully developed.

At least two phases, or levels, of the dissemination process are present in public information, program information, technical information, and research information: one phase is designed to cause people to be aware of the program or activity; the second is provided to assist in the developmental process and to be utilized in decision-making and planning. At the awareness level, the major portion of the dissemination activity is agency-initiated; information is sent out from the agency to targeted audiences. A smaller portion is requester-initiated through which the same type of information is provided upon request. At the developmental level information is provided to assist in problem-solving and the identification of program and/or activity alternatives. In most cases, the information is retrieved, packaged, and delivered as a result of a specific request. In other words, it is requester-initiated. A small portion of the dissemination

activity is agency-initiated; pre-packaged information packets are sent out from the agency to be utilized in decision-making.

Information disseminated through public information offices would be predominately prepared for the awareness level and occasionally for the developmental level. Information disseminated through a research information office or technical information office would be prepared predominantly for the developmental level and occasionally for the awareness level. (For example, the distribution of PREP Briefs would be at the awareness level.) Curriculum offices, Public Law and Title offices would use both levels in the dissemination of educational information.

The above can be utilized to describe at least two phases of information dissemination which should occur through state education agencies and through individual offices within the agencies. Each phase of the system is essential to the operation of a total dissemination process which would provide a comprehensive information service for the state education agency.

SECTION II

THE SOUTH CAROLINA PILOT PROGRAM FOR INFORMATION DISSEMINATION: AN HISTORICAL RECORD

Context

In May 1970, the proposal for the Pilot Program for Information Dissemination was written. At the time, the South Carolina Department of Education was committed to the development and operation of a new system of management. For many years, the Department had been moving steadily toward the development of a functional structure which would support and promote a statewide system of management by objectives for all operations. The Department envisioned that by fiscal year 71-72 they would be deeply involved in the designing of a management information system, defining operational objectives for each office, and working toward the establishment of a controlled data base.

Included in the State's design was the creation of a research information system (Appendix A). The Department stated that the continuing gap between validated research findings at the national level and the knowledge upon which decisions were being made at the local level constituted a major weakness in the State's projections. As the State was moving toward a system of decision-making based on problem area priorities and needs assessment, the critical information gap tended to widen.

Therefore, a proposal was written requesting funding from the U.S. Office of Education to develop and operate a pilot program in information dissemination. The purpose of the pilot program was to design processes to accelerate the improvement of educational practices. This goal was to be accomplished by providing access to and encouraging utilization of

research information. The improvement of educational practice was to be accomplished by the utilization of information in the framework of management by objectives.

The pilot program was to operate within the Department and was to be a component of the Office of Research and Planning (Appendix B). The Office was to be organized into three Units. The information dissemination process was to be assigned to the Research Information Unit. A second unit, the Research and Survey Unit, was to serve as a coordinating agency for the field agents in the target districts involved in the pilot program. The Planning Unit was to constitute the third unit and contained the Evaluation and Statistical Sections.

The production segment of the Research Information Unit was to be housed in the South Carolina State Library Building which is across the street from the Department building. The production segment was to be operated jointly with the South Carolina Library and both were to maintain the materials and equipment essential for the operation of the production segment. The Department proposed to establish by contract, a linkage with the North Carolina Department of Public Instruction's Computer Retrieval System for ERIC searches. The production segment staff - Information Processor and Information Analyst - would combine results obtained from computer searches and library searches, and return the material to the requester.

Two target districts were to be selected to participate in the pilot program and to receive special assistance in the in-depth utilization of information. Two field agents were to be employed to work in the two districts to aid in this process of information utilization. Both agents were to be members of the staff of the Department and were to be located

in offices provided by the school districts. Each agent was to be directly responsible to the Superintendent of the district. The work of the field agents was also to be monitored by the Chief Supervisor of the Research and Survey Unit whose work assignments involved him in many school district interactions. A close, constant liaison relationship was to be maintained between the Research Information Unit, the Research and Survey Unit, and the field agents.

The target districts, in cooperation with the field agents, were to implement a council to define problem areas and channel educational problems in their district. The activities of the pilot program were to be directed toward providing and assisting in the utilization of information to be used by the district in meeting the specifically identified critical educational needs.

Goals

The Pilot Program for Information Dissemination was funded in July, 1970 for a period of eighteen months. One major goal was to develop an effective and efficient linkage between information sources and educational personnel. To reach this goal it has been the aim of the Pilot Program to develop and operate a model which is uniquely suited to identified educational needs and goals of the state.

Inherent in the Pilot Program is the concept that the state educational agency can assume a vital leadership role in developing and operating an information service to assist educational managers and practitioners. The improvement of educational practice is encouraged by providing educators with professional and technical information and assistance to aid in the

initiation of new programs, the development of new procedures, and the improvement of existing practices at both the state and local levels. The basic design for the Program stipulates that interpersonal communication links are essential. A significant experiment is being conducted to determine the extent to which a field agent (i.e., Communication Specialist) devoting full time to working in a target area affects the utilization of educational information and resources. Employing the field agent concept is an attempt to maximize interpersonal communication linkage at the district level in order to facilitate the educational improvement process.

Communication linkage within the state education agency is also being stressed. The pilot program is coordinating the work of the Communication Specialists in the target areas with the resources available within the Agency. Consultants and technical assistance teams are working with the Communication Specialists on identified needs of the district and staff. In addition, the pilot program provides a professional service to the SEA personnel by permitting them to tap the resources available through the information service for the latest developments in their field. Basically, the Pilot Program is designed to coordinate, strengthen and supplement the on-going activities of the state education agency as it seeks to assist in the improvement of education practice.

Objectives

Inherent in the Program is the concept of providing information relevant to the needs of educational managers and practitioners to assist them in their decision-making. The major purpose for the provision of such information is to improve existing educational practices at both state and local levels. The basic design for accomplishing this task mandates an

interpersonal communication linkage.

The broad objectives established the parameters for the operation of the Program.

1. To facilitate the dissemination, application, and utilization of educational research
2. To encourage improvement and constructive change in the educational process
3. To develop and operate an information retrieval and dissemination center
4. To develop and operate a field component to assist in the utilization of educational information

The specific objectives established the guidelines for the Program's development and operation.

1. To make available educational research data to local school districts through a coordinating unit within the State Department of Education
2. To provide pertinent, realistic, and valid research information to potential users in a format which facilitates the use of the data in achieving designated objectives.
3. To designate two regions as target areas for intensive utilization of research data
4. To employ one Communication Specialist for each of the target areas. The specialist aids the district in identifying its needs, facilitates the flow of research information from the RIU to the districts, assists in the planning and determination of the utilization of the information, and encourages evaluation of activities which result

from the use of the data

5. To work with the representative designated by each school district to facilitate communications between the local school district and the Research Information Unit (RIU)
6. To assist in problem-solving activities at the local level by proving current research information requested by the districts
7. To acquaint educational personnel in the state with the available research information process and its relevance to the program-planning and decision-making process
8. To provide for periodic evaluation of the RIU services
   a. To determine the extent to which local school districts adapt to new and improved educational practices as a result of participation in dissemination activities, through use of appropriate data collection instruments and procedures designed for this purpose
   b. To determine the effectiveness of the use of Communication Specialists as one means of facilitating the utilization of educational information
   c. To determine the degree of efficiency of the dissemination system in responding to local educational agencies' requests for specific information and assistance

Structure

Shortly after the proposal was written in May 1970, the Office of Research and Planning was reorganized and the function of planning was delegated to a newly created Office of Planning. The Office of Research again

organized into three Units: Research Unit; Survey Unit; and Research Information Unit. The Pilot Program was assigned to and operated through the Research Information Unit. The production segment (i.e., information retrieval component) was not housed in the State Library, but received office space within the Department. Due to lack of space within the main Department building, the Unit was housed in a two-story brick building one block away. The Unit developed and operated for ten months from these quarters. In July 1971, the Unit was moved to the main Department building and was allocated office space on the same floor as the Office of Research. During this transition the Office of Research was again reorganized for more efficient management (Appendix C). The three Units were altered to Sections: Research/Statistical Section; Survey/Evaluation Section; and Research Information Section. The Research Information Unit was then one component of the Research Information Section. The Unit has been functioning within this organizational structure since July, 1971.

The Unit functions under the general supervision of the Director of the Office of Research and under the immediate supervision of the Chief Supervisor of the Research Information Section. The Director of the Office of Research is directly responsible to the Deputy Superintendent for Administration and Planning (Appendix D).

Two Communication Specialists are employed and each is assigned to a target district within the state to determine if assistance in the use of the retrieved materials is beneficial to the district's educational personnel. One Specialist is assigned to a district with 13,000 students; the other works in a district with 60,000 students. The Specialists are members of the State Department of Education staff and are located in offices

provided by the school districts. Each is directly responsible to the administrative chief of the district and to the Chief Supervisor of the Research Information Section. The proposed management structure which utilized the Chief Supervisor of Research and Survey to monitor the work of the Communication Specialists was never utilized.

In an effort to expand the information retrieval service to include the other ninety-one school districts, Cyril B. Busbee, State Superintendent of Education, extended an invitation to each district superintendent to submit the name of a district representative who could facilitate communication between the local school district and the Research Information Unit. Sixty superintendents have named information dissemination representatives to serve their particular district. Therefore, any educator within the state can request information through the Research Information Section but only two target districts receive in-depth assistance in the utilization of the retrieved information.

Resources

The resources of the Department have been made available to the Unit in processing requests. Personnel from the State Department of Education are available when needed to serve as consultants for project activities. The retrieval staff regularly communicates with the Department Supervisors and Consultants for assistance in answering requests in their curriculum area. The Communication Specialists also utilize their services to provide assistance in district project and program implementation.

An Advisory Committee for the Pilot Program is composed of the Directors of the Offices of General Education, Vocational Education, and Research. The function of the Committee is to monitor the activities of

the Program and to provide input for the operational procedures regarding activities which relate to their areas of responsibility.

The Educational Data Center within the SEA provides the computer resources needed for the operation of the Program. The SEA contributes the computer time and computer operators necessary for the activities of the retrieval component of the Program.

The South Carolina State Library contributes substantially to the on-going activities of the Program. This working relationship which exists between two state agencies is most productive and beneficial to both parties. The Library supplements the resources of the SEA to provide a comprehensive data bank from which to retrieve information. They also provide storage for the ERIC microfiche collection and update the collection quarterly.

Activities

State Education Agency

The South Carolina Department of Education has been totally committed to the operation of the Pilot Program for Information Dissemination. The Program has contributed to the on-going activities of the Department in three major areas: general management, planning and curriculum development. The Department is involved in a fairly detailed design for planning, programming and evaluating capabilities (Appendix E). The activities of the Pilot Program related to state level planning are included in the design. The fact that the activities currently being planned in the Department must be interfaced and interrelated to meet long-range objectives is clearly shown in the design chart.

The Department has been actively involved in examining the status of the State's public educational program. In addition, the Department has

been moving steadily toward the development of a functional structure to support and promote a Statewide system of management by objectives for all operations. Through the identification of eleven State objectives, the Department recently has been participating in the formulation of future directives to promote changes and adaptations resulting in an improved educational system (Appendix F).

The Research Information Unit has been providing base-line research data to the Task Force Committees to aid them in planning programs to meet the eleven State objectives. The original request which asked for "available materials related to the eleven objectives" was submitted by a Deputy Superintendent. During the planning process, the Unit has received thirty-nine individual requests from the Task Force Committees. In the area of occupational training, for instance, such questions as the following were asked:

1. effectiveness of the comprehensive high school;
2. effectiveness of a two year prevocational program in grades nine and ten; and,
3. effectiveness of cooperative vocational education programs with businesses.

All resources available to the Unit were explored to identify information pertaining to these questions. The located materials were utilized to plan activities to meet the State objectives.

Individual research studies, promising practice reports and other sources of data have been essential to the work of the Task Force Committees. Since the initiation of the work of the Committees, the utilization of information in the decision-making process has been an essential component of the planning effort. It is believed that rational solutions can be

determined for existing problems when adequate, accurate data is available to the decision makers. The effort within the Department to design and implement an overall system of management by objectives is being assisted and facilitated by the information supplied by the Research Information Unit.

In addition to the research provided by the Unit to the Task Force Committees, packages of information have been prepared on request for individual Department employees. The majority of Departmental requests have originated with curriculum consultants and supervisors. A recent request from the library consultant offers a good example of the type of information requested from the Unit: "What information is available on the selection, use, and production of creative films for school age children?" Documents were retrieved relating to this topic and sent to the consultant. This example is but one of the many requests processed by the Unit for the Department staff.

An additional service which the Unit provides to the Consultants and Supervisors is the dissemination of information which arrives in the Unit and relates to their area of interest. The selective dissemination of information is done on an unscheduled basis and is well received by the Department personnel.

As of December 31, 1971, two hundred thirty-nine (239) requests had been submitted by the State Department of Education personnel. All Departmental divisions have been active in their requests for information. The State Superintendent has utilized the service on several occasions and has totally supported the work of the Unit. In his recent statement to the Governor to support the budget request, he mentioned several components which he considered significant to the overall operation of the Department. He chose

to include in his report the contribution of the educational information retrieval capability possessed by the Unit to the development activities of the Department.

Since July, 1970, the Unit has developed its own identity within the Department as a result of the unit's ability to deliver a useable information product within a reasonable period of time. The Department's commitment to the utilization of educational research information as a basis for planning and development has further integrated the work of the Unit into the total Departmental operation.

Local Education Agencies

The Research Information Unit was established to provide assistance to the local school districts in their decision-making processes. Research on any problem relevant to educational needs therefore may be requested by the local district. Assistance in the in-depth utilization of research findings at the local level has been concentrated in two designated areas: Charleston County School District and York County School District Three (Rock Hill). One Communication Specialist in each of the target districts facilitates both the flow of research information from the SEA to the LEA and its subsequent use by the educational personnel within the district.

The Communication Specialists work closely with the educational personnel in their districts to acquaint them with the available service and also to assist them in the utilization of the information. The specific duties of the Communication Specialists include:

1. helping the local educator to identify educational problems;
2. preparing the educator's request for information;
3. helping the educator to develop approaches and plans in

problem-solving or innovation;

4. assisting the local educators to utilize the data package; and
5. helping the educator in the planning, and/or implementation of the research information.

The Communication Specialist in Rock Hill has been employed for approximately ten months. Educational personnel there have been interested in reading, music education, individualized instruction and other areas relating to the educational process. During this time certain innovations have resulted either directly or indirectly from the utilization of research information supplied to Rock Hill educators. The following projects are examples:

1. Social Adjustment Classes - Special classes designed to punish, yet concurrently rehabilitate, those students who have been suspended or expelled for disciplinary reasons.
2. Learning Resource Center - A sophisticated media center designed to assist classroom teachers in individualized instruction and independent study.
3. Discipline on School Buses - An attempt to modify existing student behavior by installing radios on school buses.
4. Volunteer Program - A program utilizing community members and possibly student tutors to assist the classroom teacher in daily instruction.
5. PreSchool Program - A program designed to educate parents in readiness concepts which should be developed in their child before his entrance into the first grade.
6. Golden Card Club - A project initiated to include senior citizens in educational events in the Rock Hill school system.
7. Revision of the Music Curriculum - An on-going program directed by a

committee of music teachers and designed to make the music curriculum more relevant to student needs and interests.

Further explanation of one of the above projects may augment the understanding of the process of information utilization within the Rock Hill School District.

The local superintendent contacted the Communication Specialist's office to request information on the establishment of social adjustment classes. These classes would retain the suspended or expelled student in school by placing him in a social adjustment class where he would receive counseling and individualized instruction. A research committee was formed in each secondary school involved in the project for the purpose of studying the topics of: social adjustment classes, behavior modification, successful techniques of discipline, and concepts of reinforcement. Guidelines for the classes were formulated through the study of the research. A testing consultant from the Department was contacted by the Communication Specialist's office to discuss (with the personnel involved in the social adjustment project) the testing and evaluative procedures for the classes. When the teachers had been chosen for the classes, the Communication Specialist further facilitated the initiation of the project by requesting the assistance of the Department's curriculum consultants regarding the selection of materials and equipment for the classes. The process of dissemination was delegated to the Communication Specialist's office and a radio program was arranged for the purpose of acquainting the Rock Hill community with the new concept of social adjustment classes. The classes are presently operational and are being monitored and evaluated by Rock Hill Model Cities, the project's financier.

For approximately nine months the Communication Specialist has been working in Charleston. He has assisted the educational personnel in such areas as early childhood education, school organization, educational parks, team teaching, reading, and behavior modification. Several projects have been initiated in these areas as a result of the provided information. Awareness of the project and the availability of educational research information for utilization by local educators stimulated interest and indicated a need to provide educational experiences and programs for students in the following areas.

1. Dropouts - Programs are being developed to meet the special education needs of the dropout-prone student. An effort to establish an effective reporting of dropouts within the local school district has also been initiated.
2. Program for Unwed Mothers - A program to provide continuing education for unwed mothers of high school age is being developed.
3. Behavior Modification Program - A program directed toward changing the behavior of teachers and children by specific types of intervention that will include behavioral techniques.
4. Disadvantaged -- Inner City and Rural - A series of in-service training programs for teachers has been developed for two schools. The sequence is based on a local study utilizing research information to determine "What Traits the Disadvantaged Expect from their Teachers" and "What Traits a Teacher Must Possess in Order to Teach the Disadvantaged."

The behavior modification program was developed through the utilization of research information. At the request of the client the Communication Specialist discussed the request for information on behavioral modification

techniques. The client was attempting to identify methods to effectively provide discipline in the classroom. The Communication Specialist identified approaches being utilized in other school districts in this area as well as provided research information. The collected information was used to write a project to enhance classroom behavior. A grant was awarded through Section 306, Title III, ESEA. The project is presently in operation.

Only two examples of the many activities which have resulted from the work of the Communication Specialists have been included in this section. Mini case studies of eight programs which have been developed in the target district during the present funding are included in the appendix (Appendices M & P).

The number of requests which the Unit has received from the combined non-target districts equals the requests received from one target district. The absence of a Communication Specialist is therefore evident: the service is not so well known in the non-target districts as in the target districts, and many educators would like to have assistance in the utilization of the information. The Communication Specialists have proven that they serve a vital linkage role in the communication within the district and from LEA to SEA in the area of information retrieval and utilization.

The Unit has encouraged feedback from the requesters in non-target districts to determine if the package of information is sufficiently explanatory. Thus far, response on this point has been positive and the requester seems to feel aware of the materials which are available to him. The Unit receives an occasional notification from the non-target districts concerning the utilization of the information. Information packages have been used to change teaching techniques, change administrative policy, write federal projects, design in-service training programs and up-grade professional

knowledge. Specifically, several of the new programs or policies which have resulted from the utilization of the information service are:

1. "Walk-in" school program for drop-out students;
2. Development of units for English teachers;
3. New techniques for teaching in open classrooms;
4. New approaches for recruitment of prospective personnel;
5. Techniques for handling student unrest; and
6. Development of new report card system.

The request for information on the "walk-in" school program for drop-out students provides an interesting example of information utilization without the services of a Communication Specialist. The requested information was utilized by a district-level planning committee. The proposal was written to provide "walk-in" schools and presented to the school board. The proposal is still being considered for incorporation into the district school program.

Evaluation

The U. S. Office of Education funded Columbia University to evaluate the Pilot Program. Several reports have been submitted to the Department for reaction. A final evaluation statement has not yet been compiled.

In an effort to acquire data during the operational year to evaluate program effectiveness and impact, the Evaluation Unit of the SEA sent a three page questionnaire to a sample of individuals who had requested information. Approximately sixty-six percent of the questionnaires have been returned. A document which analyzes the responses to the instrument has been prepared for distribution (Appendix G).

SECTION III

THE DEVELOPMENT AND OPERATION OF AN INFORMATION RETRIEVAL AND DISSEMINATION CENTER

The South Carolina Pilot Program for Information Dissemination has been a "pilot" attempt in the truest since of the word. No one knew in July, 1970,whether the Program would succeed or fail. Evident at the beginning, however, was an enthusiasm and a commitment to success from each Project staff member which gave impetus to the development of the Program. During the first three months of its existence, the Research Information Unit slowly gained its own identity as a viable component of the Office of Research and was able to significantly contribute to the developmental effort within the Department.

The major goal for the retrieval component of the Pilot Program has been to develop and operate an information retrieval and dissemination center. To effectively support activities in the field, it was necessary to develop an efficient information delivery system. The developmental process was methodical and constant. The resources of each member of the Program staff were utilized in that process throughout the eighteen months.

To realize the goal for the retrieval component it was necessary to identify objectives which would provide structure for the activities of the Program staff. The following list constitutes the major objectives for the retrieval component.

1. To provide an information retrieval service for the SEA staff, school districts, and other educators
2. To coordinate activities with all other SEA offices

3. To develop efficient office and record-keeping procedures
4. To become proficient in the coding of requests for computer searches
5. To continuously locate resources to utilize in answering requests
6. To become knowledgeable of information retrieval centers in other locations
7. To write an occasional planning paper which consolidates research findings on an identified subject

The Pilot Program was funded to staff seven positions: Chief Supervisor; Chief Secretary; Information Analyst; Information Processor; (2) Communication Specialists; Clerk-Steno. It was evident by December, 1970 that additional staff was needed for the retrieval component. Utilizing unexpended project funds, the Unit employed two Information Technicians with the approval of the U.S. Office of Education.

The retrieval staff is, therefore, composed of four individuals--two have master's degrees and two have bachelors degrees. Three of the four also have teaching experience. The work involves the coding of the information request into computer language, the scanning of the documents for relevancy, the locating of additional items or sources of information in the Unit's files and through the State Library, and the compiling of the materials into the final package and product. A clerk-steno is employed to assist them in their work.

The consultants and supervisors within the agency provide a human resource for information in curriculum areas. They have been most willing to assist the Unit in both phases of its work: providing additional resources in the answering of requests; and working with district personnel

to utilize the information provided.

The relationship between the Unit and the South Carolina State Library is quite unique. The Library supplements the resources of the SEA to provide a more comprehensive data bank from which to retrieve information. The assistance which they provide to locate sources of information for requests is a basic component in the total operation of the Unit. The Library provides in-depth assistance on approximately twenty percent of the requests which the Unit processes.

The Unit has realized that for efficient operation, facilities must be available locally for microfiche reproduction. For many months the Unit utilized the services of the North Carolina Department of Public Instruction, Research Information Center, for reproduction services. To assist in the efforts of the Department of Education and, secondarily, other state agencies, the South Carolina State Library purchased a microfiche reproduction unit. Such actions reflect the commitment which is evident in another state agency to ensure that professional information is available to educators.

Originally, the Department was going to contract with the North Carolina Department of Public Instruction's Computer Retrieval System for ERIC searches. However, the Department acquired the ERIC (RIE and CIJE) search capability by purchasing the QUERY program. Consultant help and Department staff assistance has rendered the QUERY program very effective. Multiple searches can be processed in a fraction of the time needed for the original program.

* * *

Significantly, the Pilot Program has provided assistance to the South Carolina educational decision-makers during the past eighteen months. The recognition given to activities promoted and conducted by the Research

Information Unit continues to be impressive and challenging. The recognition given to the Unit by top level management in the Department is noteworthy. Response from the districts indicates a growing reliance upon the service to provide an information base for their planning efforts.

The Unit has emphasized the development of an efficient information retrieval process and has designed a system to expedite processing requests for educational information. The designing of the system has been a major activity during the current funding period. The pilot nature of the project necessitated the development of forms, explanatory booklets, record-keeping procedures, data storage and retrieval techniques, and request procedures.

The first months of the Program were spent developing forms, establishing record-keeping procedures, producing materials to explain the process and the product, and processing a small but significant number of requests. Two members of the staff retrieved the information and prepared it for packaging. The material was retrieved from computerized and manual searches of information sources. The information package was compiled utilizing information from ERIC (a national collection of education documents), educational journals, PREP materials (reports published by the U.S. Office of Education), state programs, the Unit's topic files, and the South Carolina State Library.

It was evident by December that there would be a need for additional retrieval staff as the Program expanded, and the QUERY program to search the ERIC files had definite limitations.

When the new year was ushered in, two Communication Specialists had been employed and had begun work in the target districts. Special materials were developed for their use to introduce the service to the target districts. In addition to booklets and one-page explanation sheets, a tape and slide

presentation was developed for use in the professional meetings of teachers and administrators. After using the tape-slide series for several meetings, both Communication Specialists decided independently that they would prefer to use their allotted time talking with the audience and answering questions. They felt that the personal contact was most valuable and essential to effectively convey the process to the educational personnel.

During the month of January, the requests received were equal to that which had been received from July through December. A time study was conducted in the Unit to determine the average length of time spent on an individual request. The Unit became involved in this project to determine maximum output of the Unit based on two retrieval staff members and computer and manual search capabilities.

The data gives an indication of processing time during January.

Preliminary Processing . . . . . 10 minutes

Designation of priority
Recording in log book, assigning number

Coding (ERIC) . . . . . 7 minutes

Scanning for relevancy . . . . . 55 minutes
Extraction of printout sheets which do not pertain to the request, highlighting important points

Literature retrieval . . . . . 90 minutes
Manual search of CIJE and Education Index

Final processing/packaging . . . . . 15 minutes

Average total time to process one request . . . . . approximately 3 hours

As the data indicates, the Unit was limited to processing an average of two requests per day per retrieval staff member, or 80 requests per month.

The CIJE tape was ordered to reduce the time required for the literature search. It became evident at this point that the computer program

to search ERIC was inadequate to handle a large volume of requests. A consultant was secured from one of the ERIC Clearinghouses and he successfully accelerated the computer process. Previously, four to six searches required a minimum of two hours computer time. After the alteration to the QUERY program, twenty-five searches required only fifteen minutes computer time. Also, during this time it was evident that a retrieval staff of two was not adequate to process a volume of requests. With the approval of the U.S. Office of Education, therefore, two additional retrieval staff members were employed. Both of these changes significantly affected the Unit's processing of requests.

By February, several districts throughout the state were inquiring about microfiche readers and expressing interest in purchasing readers. The Unit conducted a survey of the State to locate the readers and reader-printers to assist the individuals who had requested information. An agreement was made with the North Carolina Department of Public Instruction to provide microfiche reproduction capability for the Unit. The turn-around time was approximately two weeks. Because the Unit was providing duplicated microfiche and other materials, it was necessary to develop an accounting system for the collection of money for the duplication service to non-target districts.

Several changes were made in the filing system for processed requests. By March, the Unit was beginning to receive many requests for copies of previously processed requests. The current filing system did not facilitate the reproduction of completed requests; therefore, the system was altered. In addition, new techniques were developed to locate materials relating to designated topics within the Unit's files and previously completed requests.

As the output of the Unit increased, new methods had to be identified to process, store, and retrieve the requests.

In March, the Unit wrote its first technical paper. The South Carolina Department of Education, upon request from the State Legislature, was in the process of considering the implementation of the extended school year. On March 9, the Unit was asked to produce a technical paper listing the pro and con statements from research and education journals. It was to be used by the SEA in its development of a model program for South Carolina. The paper was delivered on March 17.

Due to the increasing usage of the service, by April, it was anticipated that the Unit would eventually need microfiche reproduction capability in South Carolina. The Unit began to explore avenues to acquire this capability. The State Library was also aware of the need.

In April, the District Representatives for the Unit met in Columbia for a one day meeting to learn about the Unit, the procedures for submitting a request, and the product. This meeting was the first for the District Representatives; three letters had previously been sent explaining various phases of the service. The meeting permitted the District Representatives to meet with the Communication Specialists in order that they could benefit from their experiences working full-time in the districts to facilitate the utilization of educational information.

During this time the Communication Specialists were noting that the educational personnel within the district were seeking the services of the RIU to assist them in problem-solving. In the initial introduction of the Program in the target distrcts, the Communication specialists assume more initiative --- stressing to local educators the need to rely upon research

information to deal with educational problems.

In June a new time study was initiated as a result of the addition of two retrieval staff members, major QUERY program modifications, and the addition of the CIJE tape.

Preliminary Processing . . . . . 10 minutes
Designating of priority
Recording in log book, assigning number

Coding . . . . . 5 minutes

Scanning for relevancy . . . . . 47 minutes
Extraction of printouts which do not pertain to the request, highlighting important points

Composing final packet . . . . . 27 minutes

Final processing . . . . . 15 minutes

Average total time to process one request . . . . . approximately 1½ hours

This time was one-half that required five months ago.

During the summer, the Unit was asked to write two technical papers. Again, the paper was to include pro and con research studies for a designated topic. One was written for a southeastern planning conference and was entitled "Barriers to Educational Change." The second was written for one of the target districts. The paper on Volunteer Services was utilized to develop a program for the district.

During the fall, a catalogue of requests was developed which lists all requests processed since July, 1970. The catalogue has been used by the Communication Specialists and SEA personnel to order duplicate requests. It has been disseminated to the most active District Representatives to facilitate their work in the districts.

During the fall and final quarter of the eighteen-month contract,

the Unit experienced a significant increase in the number of requests which it processed per month. The total number received each month were doubled that received during the summer months. The Unit faced the problem of overload and altered its processing procedures to accomodate the increase in requests.

As of December, 1971, the Research Information Unit had received a total of 1,127 requests and had completed the information search for 1,108 requests. Of the remaining requests, eighteen were in process and one pending. Each of the following four areas constituted approximately one-fourth of the total requests: Charleston, target district; Rick Hill, target district; other districts; and the state education agency (Appendix H). Noteworthy among the non-target districts is their consistent use of the service. For example, Chester County School District, a rather small area, has submitted thirty-eight requests for information. These requests have ranged from "the existence of gold mines in Chester County" to "a biography and critique of the poet James Dickey." The request topics, ranging from art to vocational education, have been catagorized under six major headings: (1) Instructional Levels, ranging from Preschool-Kindergarten to Adult Education; (II) Curriculum, containing the primary subject areas; (III) Teaching Techniques, including such areas as "discipline," "homework," and "grouping"; (IV) Student Related Questions, running the gamut from "dropouts" to "student activism," to "unwed mothers"; (V) Administration, including such topics as "accreditation," "racial questions," "school scheduling," and "teacher evaluations"; (VI) Miscellaneous, incorporating topics such as "English School System," "educational radio," and "program evaluation." (Appendix I)

A proposal for continuation funding was submitted to the U.S. Office of Education in November, 1971. At the end of December the Department was notified that the Program would be funded for an additional twelve months. The months of November and December were utilized by the Program staff to plan for the second phase. Alterations were made to the information package format, request forms, and internal processing.

SECTION IV

FACILITATION OF INFORMATION UTILIZATION:

THE COMMUNICATION SPECIALIST

The Pilot Program for Information Dissemination was funded to provide pertinent research and program information to aid in the planning activities of the Department and the local school districts in the State. It was necessary to develop an efficient retrieval process and design a system to expedite the processing of requests for educational information. To facilitate the utilization of information two Communication Specialists were employed to work in two target districts. The other districts in the state received the information retrieved from the Unit without the benefit of assistance in utilizing the material. The Communication Specialists have assisted the two target districts in developing programs for implementation and solving district problems through the use of retrieved information.

The specific duties of the Communication Specialists include: (1) helping the local educator to identify educational problems; (2) preparing the educator's request for information; (3) helping the educator to develop approaches and plans in problem-solving or innovations; (4) assisting the local educators to utilize the data package; and (5) helping the educator in the planning, and/or implementation of the research information.

Each Specialist has worked in his district for more than a year. Each has been a resident of the district before employment as a Communication Specialist. The first Specialist employed was assigned to the Rock Hill School District.

Rock Hill School District:
Target District

Organizational Structure of Schools Within the Target District

One Superintendent and a District Office staff of ten (secretaries not included) are responsible for the supervision of 13,000 students in the Rock Hill School District area (Appendix J). There are eighteen schools within the district; two high schools, two junior high schools (three by 1972), thirteen elementary schools and one school of special education. Personnel statistics include:

Total School District Employees	951
Total Teachers, Principals, and Administrative Staff	604
Total Personnel with College Degree	572
B.A. or B.S.	281
18 Semester Hours Above B.A. or B.S.	139
Master's Degree	147
1 Year Beyond Master's	4
Ph.D.	1

Approximately 45% of all students who enter the Rock Hill public schools drop out before finishing the twelfth grade with 3.5% of the enrollment leaving school permanently each year. An average of 50% of the high school graduates continue their education in colleges, nursing centers, and technical schools; 25% of those who enter college complete their degrees. The black/white ratio in each school is approximately 30:70. As of September 1971, only one school had a majority black ratio. Nine of the eighteen schools will qualify as high priority.

Racial Tone of Target District

According to 1970 census figures, the population within the city limits is approximately 28% black and 72% white with the black population increasing approximately 4% every ten years while the white population decreases proportionately.

Political Structure of the Target District

One senator elected for four year terms and four house members elected for two year terms make up the York County Delegation, a group which has the power to approve tax levies for school districts and thereby approve or veto school district budgets. The Rock Hill School District is financially dependent upon the County Delegation and its fiscal actions.

Socio-Economic Factors

Manufacturing is the major source of income for the populace of Rock Hill with most of the manufacturing being centered around textile plants. The textile industry moves in a broad spectrum from synthetics to printing and finishing, to weaving mills and even to knitting mills.

The rate of growth within the city limits has gradually declined. In the 1940's, Rock Hill experienced its greatest growth at 63%. The percentage are typical of most cities with the rate of growth within city limits decreasing while suburban areas are increasing.

Two important statistics to be noted concerning the Rock Hill area are:

(1) The population age group between 25 and 45 has steadily declined. Three years ago this group comprised 26% of the total population. Today the figure is 20%. This percentage is significant because this

age group has the largest income per group and these are the families with school age children.

(2) A second fact which significantly influences the socio-economic situation in Rock Hill is the status of retail sales which are extremely low in the Rock Hill area because most of the disposable income is not being spent there, but in nearby Charlotte, North Carolina. It has been estimated that Rock Hill loses approximately $9 million in taxes to Charlotte per year.

Income Statistics

Statistics concerning incomes of this community are divided into five categories:

(1) 0-$2,999--17% of the population

(2) $3,000 - $4,999--14.4% of the population

(3) $5,000 - $7,999--22.1% of the population

(4) $8,000 - $9,999--14.2% of the population

(5) $10,000 and over -- 32.3% of the population

The latest census figures indicate that the average adult has a ninth grade education, with only 10% of the adult population having a college education and working in professional jobs.

The per household income in Rock Hill is very high because many women work. Rock Hill has one of the highest, if not the highest, per house-hold income areas in the state. However, the per capita rate is only average or maybe below average in the state.

The commuting patterns in Rock Hill are fairly equal with approximately 2,000 per day commuting into Rock Hill and approximately 2,000 per

day commuting out of Rock Hill to surrounding counties and North Carolina.

The overall concensus concerning Rock Hill is that this city is a favored community. It is a wealthy area with a good mix of business and industry; the employment is stable and the community has a college. Rock Hill is also a participant in the Model Cities program and a representative of the All-American City.

Description of the Communication Specialist:

Role and Function

The overarching purpose of the South Carolina Pilot Program for Information Dissemination has been to "bridge the gap between educational research and educational practice." Egon G. Guba commented on the gap between research and practice in a recent article when he said that there is:

> a massive lag between research and practice. In our struggle to up-grade education in the post - Sputnik error, it is clear that the schools have not taken full advantage of the knowledge produced by educational research.
>
> Why? For more than a decade it was fashionable for the researcher and the practitioner to blame each other. Practitioners accused researchers of residing in ivy towers, studying problems of no practical significance. Simultaneously, researchers insisted that the development of applications from research was the practitioner's responsibility. The orderly transition of knowledge from a theoretical into a practical state has suffered.
>
> The real problem was that the educational community had never made provisions for development. It would never occur to the Bell Telephone Company, for example, that the basic research being conducted in its laboratories would find its way into improved switch boards or better handsets unless someone bore the specific responsibility for seeing that this happens. In education, however, the assumption was blithely made that educational research, once published, would by some mysterious process be turned into a practical teaching method or a new curriculum.[1]

[1]Egon G. Guba, "The Expanding Concepts of Research"

One of the main thrusts of the South Carolina Pilot Program for information dissemination is to provide for "that mysterious process" which turns educational research into a "practical teaching method or new curriculum." The Field Agent or Communication Specialist is part of that mysterious process in that he stands between the two agencies, (1) the central Research Information Unit which is a clearinghouse where basic research data is pulled together from many resources such as Regional Labs, ERIC files, etc., and (2) the local school district where research information is applied to problem situations. The manner in which research information is applied and utilized in the local school districts depends, to a great extent, on the problem involved.

The Communication Specialist works within a framework of four broad functions in his role as an information facilitator:

(1) to assist the local educator in identifying educational problems in his school system;

(2) to prepare the educator's request for information;

(3) to convert research information returned from the Columbia office into a form which can be easily interpreted and used by the local educator; and

(4) to assist the educator in the planning and utilization of the research information.

Perhaps the best way to explain what the Communication Specialist does is to explain what he does not do. Some educators envision dissemination personnel, sometimes called "diffusion engineers"[2] or "change agents"[3] as

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[2] Ibid.

[3] Ronald G. Havlock, A Guide to Innovation in Education.

solution "inventors" or solution "givers".[4]

For instance, Guba's diffusion engineer gathers operational and planning data in order to invent solutions to operating problems. In contrast, the Communication Specialist provides no one solution to operating problems. Before he begins gathering operational and planning data, he attempts a diagnosis of the educational need as expressed by local personnel to determine if the problem specified is truly the real problem. After clarification of the educational problem, he begins to gather data relevant to the problem through the central component of the Research Information Unit. When the data is returned to the Communication Specialist, he returns it to the client and in the process offers not recommendations for change or endorsement of educational products, but rather alternatives for the client to review; alternatives which when properly researched may or may not provide the sought out solution to the problem. The selection of an alternative becomes the responsibility of the client and not the Communication Specialist, for the client must "live with" his selection if he decides to implement it. The Communication Specialist does, however, assume responsibility in further assisting the client in whatever measures are feasible for the implementation of the selected solution.

Introduction of the Project in the Target District

The Research Information Unit began operations in the target district of Rock Hill, South Carolina in November, 1970. Office space and a secretary were supplied to the Communication Specialist by the school district. A

[4]Havlock presents three roles for the change agent, one of which is the solution giver. The other two are (1) catalyst and (2) process helper, the latter being more attuned to the field agent concept adopted by South Carolina.

plan for introducing the Pilot Program into the target district included several objectives.

To Establish Rapport

Since the seven administrators in the district office were chiefly responsible for policy and decision-making and since the office of the Communication Specialist was in proximity with these other persons, the first objective became to establish rapport with and acceptance from these key figures. Informal sessions were arranged for this purpose.

The next objective centered around other administrators in the target district, namely the principals of the eighteen schools. Individual conferences were arranged at each school between the principal and the Communication Specialist for the purpose of introducing both the Communication Specialist and the Program to the district. Booklets explaining the objectives and operation of the Research Information Unit were left with each principal. However, few requests for information were generated from these meetings.

In December the Communication Specialist began moving out into each school to speak with the faculty at ge concerning the Pilot Program and the services available through it. A slide presentation was used to introduce the Program and Research Information Unit booklets were disseminated to follow-up on the explanation. The response was not encouraging because teachers, in a group, were reluctant to ask for information and even more reluctant to discuss their classroom problems. It became apparent that individual or small group sessions would be necessary to solicit requests from the educators. This modification in approach was accomplished and the Communication Specialist began meeting with secondary teachers during

their planning periods and with elementary teachers in grade level sessions after school. Again, Research Information Unit booklets containing the Communication Specialist's business address and telephone number were distributed for the teachers' use following the Communication Specialist's visit. Numerous requests were generated from the small group sessions. In the space of one month, seventy requests for information were forwarded to the Columbia unit for processing.

Since the individual approach toward establishing rapport with local educators was time consuming and since it would have been impossible to individually contact each teacher in the target district, the Communication Specialist sought other methods of putting the Program before the community. During January, a unique approach toward in-service training occurred. A calendar day was set aside for a Sales Representative Day, a time in which various school supply companies would set up an exhibit in one of the local high school cafeterias. Teachers would be able to come to the exhibition center, view the supplies, and talk with the company representative manning each display.

January 15 was the date designated as Sales Representative Day. The Communication Specialist took advantage of this opportunity to become informally acquainted with teachers as they passed through the hallway to the exhibit building. A table displaying Research Information Unit products was in view and flyers explaining the function of the Communication Specialist were distributed to teachers passing by. Short introductions were made and occasionally an appointment set up to discuss future requests for information. Several important contacts were made during the Sales Representative Day.

Another method of introducing the project in the target district centered upon a brochure put together for the Rock Hill School District by the Research Information Unit which contained in it outstanding facts and figures of the school system. The Pilot Program for Information Dissemination was one of the programs described in the brochure entitled "Profiles." (Appendix K)

To Gain Acceptance

Gaining acceptance into the schools was not an especially difficult task because the ground had been properly softened through the efforts and guidance of the local Superintendent. Several times during principal meetings he briefed his administrators on the Pilot Program, endorsing the project personnally and encouraging their utilization of it. In addition, he arranged for local news coverage of the Pilot Program.

Several sessions between the Communication Specialist and the Superintendent were spent discussing techniques which could be used in the Rock Hill area to establish rapport and create a trust level. The method agreed upon was a "soft sell" approach--one in which the educators were encouraged to use the Research Information Unit but were never coerced even in the stage of information utilization. Sometimes, the Communication Specialist visited teacher lounges with no purpose other than talking informally with teachers. Leaders were often identified in these sessions and follow-up appointments were scheduled by the Communication Specialist with these leaders to discuss problems particular to the individual school. Getting the "lay of the land" beforehand proved valuable in several cases. Other times, the Communication Specialist made an appointment with the teacher during the regular school day, but came a few minutes early in

order to observe in the teacher's classroom. Observance rarely created a problem because most of the educators were accustomed to this procedure. Classroom appearance and student behavior were often indicators of teacher performance and thus valuable tools in the Communication Specialist's selection of a technique to be used with a particular teacher.

Establishing rapport with local educators did not preclude educators outside the public schools perimeter. Because the school district was working closely with the Education Department at Winthrop College on a Portal School project, and because the school district secured student teachers from this institution, and because the school district and Winthrop College cooperated together in innovative programs, the Communication Specialist contacted the Dean of the Department of Education and introduced to him the South Carolina Pilot Program for Information Dissemination.

The dean was very enthusiastic about the Program because he was concerned about teachers' general lack of knowledge concerning resource materials. Most teachers, the Communication Specialist had noted in her work, were unfamiliar with ERIC and CIJE documents. Winthrop College and the Research Information Unit cooperated in creating awareness of these materials. The Research Information Unit provided information for the Dean of Education to use in his Portal School project which involved Winthrop College personnel and Rock Hill School District personnel. Winthrop College, in turn, provided assistance in the form of student teachers as aides in an experimental Rock Hill School District project, the Learning Resource Center. In addition, some professors at Winthrop College volunteered consultant help on certain projects. (The Research Information Unit looks forward to the time when it can extend its computer

searches of ERIC and CIJE to faculty members and graduate students at Winthrop College.)

A further effort designed to promote acceptance and create awareness of the Research Information Unit was established through an Advisory Council Committee. This committee was composed of ten members, each representing a different educational area of responsibility. Teachers, principals, school board members, guidance counselors, district consultants and district office administrators were included as council members. The duties of the council involved four specific areas:

(1) assessing the educational needs of the district;

(2) reviewing the nature of requests being received by the Research Information Unit;

(3) helping to implement innovative projects in which the Research Information was involved; and

(4) guiding the future direction of the Pilot Program.

Further, council members were to propose useful suggestions for implementing change in the district and were to advise the Communication Specialist in controversial issues.

Another method used to gain acceptance into the schools was accomplished through a committee composed of six elementary principals who were convened for the purpose of studying the Research Information Unit as it operated in the elementary schools and suggesting methods for making it more effective. The impetus for promoting the Program was passed from the Communication Specialist to the principals. The principals welcomed the opportunity to utilize the Program as instructional leaders of their school and the Program sought the endorsement the principals could lend to the

acceptance of the Research Information Unit.

The Communication Specialist explained in extensive detail the workings of the South Carolina Pilot Program for Information Dissemination, including the duties of the Communication Specialist, the resources available, and the services provided by the Research Information Unit. Then the committee members were asked to respond to four objectives and to suggest successful techniques to:

(1) convince local educators of the need for research information;

(2) prompt educators to discuss their problems;

(3) encourage educators to read the research information when it is returned to them; and

(4) encourage educators to use these documents and research data to solve problems.

Periodically, journal articles of timely interest were put into the mailboxes of the twenty-six Rock Hill School District principals. A space was provided to request more information on that topic. The response to this dissemination technique was minimal.

On the other hand, a maximum response was elicited from teachers who read the "Rock Hill Newsletter." A monthly edition, published by the Research Information Unit, credited local educators who had created successful new practices, informed of national educational news, and relayed information concerning State Department activities nationally and locally. In addition, a current list of topics requested by Rock Hill and Charleston educators was enumerated with an invitation to request a duplicate copy of the information. Many teachers and principals asked to see topics of information which had been previously requested and processed. This method

of dissemination was one of the most effective and successful.

In September, the Program began its second year in the target district. A pamphlet was prepared to explain the services of the Research Information Unit and was disseminated to educators within the district. (Appendix L).

As of December, 1971, two hundred thirty-two (232) requests were submitted by individuals within the Rock Hill School District. Case studies of several of the requests are included in this report (Appendix M).

Charleston County School District

Target District

Organizational Structure of Target District

Charleston is a Peninsula City on the South Carolina coast bounded by the Ashley and Cooper Rivers. Its urban areas cover both rivers and inland. The rivers converge to form a deep water harbor on the South Atlantic.

The original settlement, by English Colonists at Albemarle Point in 1670, was named Charles Towne in honor of King Charles II of England. The name was changed to Charleston at the time of incorporation in 1783. In 1773, Charles Towne County had a population of 12,000 and was described as the "most eminent and by far the richest city in the Southern District of the North" with maritine commerce "far surpassing even Boston."

The City of Charleston occupies 15.6 square miles with a population of 65,000. Charleston is governed by a full-time mayor and city council, representing 16 wards. Councilmen are elected for four year terms.

Charleston County contains 945 square miles, with 91 miles of coastline. The County is governed by a County Council, representing 8

districts. The County Council elects its own chairman and has a County Manager. Charleston County is also represented in the South Carolina Legislature by four resident Senators and 11 Representatives.

The Charleston Metropolitan Area continues vigorous growth in the construction industry. Much of the construction is related to Charleston's growing public, manufacturing, travel, and military facilities. Total building permits issued for Charleston County since 1962, exceeds 2,440 and the total permit value exceeds $34 million.

The Port of Charleston is enjoying a remarkable growth in volume of tonage recorded. Since World War II, the Port of Charleston has risen from 65th in the nation in value of foreign commerce to 14th in the latest ranking and has enjoyed the greatest percentage increase in the value of foreign trade in the nation.

Charleston's climate and rich soil are conducive to many types of farming crops, which include: cotton, corn, oats, hay, soybeans, watermelon, and tomatoes.

Charleston has five educational facilities, with four colleges, a junior college of business and a well-organized, well-equipped and adequately staffed public school system. In addition, the public school system is supplemented by 27 private and parochial schools, both elementary and high school.[1] The public school system of Charleston County during the 1970-71 school year provided an education for more than 60,000 pupils in 54 elementary schools, 8 middle schools, 17 high schools, 2 area vocational centers and 3 special schools with a total staff of 4,500 of which 2,500 are professional educators.

[1]Market Research Department, Charleston Trident Chamber of Commerce

Prior to the school year, 1968-69, Charleston County consisted of eight (8) separate school districts, each with a district board of trustees and a district superintendent. The eight districts encompassed a geographical area of 945 square miles with a population of 247,650. The school districts were classified into two categories: (1) County School Districts, which included seven districts and (2) City of Charleston District.

A County Board of Education for Charleston County was responsible for directing funds to be utilized with each district based on millage per district. Industries, military and business, located in districts, affected the overall income per district, thus, reflecting the per pupil cost expenditure for education, teachers' salaries, and capital improvements.

In 1967, an act to create the School District of Charleston County and to abolish the County Board of Education for Charleston County, consolidated the eight separate school districts into one large County School District. Section One of this act reads as follows: "The eight school districts in Charleston County are hereby consolidated into a single school district, which shall be a body politic and corporate as provided in Section 21-111 of the Codes of Law of South Carolina, 1962 and shall be vested with all of the powers, duties, and assets of the school district."

This act also provided the foundation for the organizational structure of the Charleston County School District as stated in Section One: "The areas of the respective eight school districts are hereby created as special districts for the administrative purpose set forth in this act", and Section Five, Article 4: "Upon the recommendations of the Superintendent of Education of the Charleston County School District, appoint such number of Assistant Superintendents, Resource Personnel, and other countywide personnel as deemed necessary."

The organizational structure of the Charleston County School District created need for Assistant Superintendents in four major divisions, each of which would appoint directors and necessary personnel to facilitate the needs of the County School District. These four major divisions of the Charleston County School District are contained in these areas: (1) Division of Personnel, (2) Division of Finance, (3) Division of Curriculum and Instruction, and (4) Division of Special Services (Appendix N). The structural pattern of the Charleston County School District made it the largest school district in South Carolina, with one-tenth of the state's pupil enrollment population.

Organizational Structure of Schools Within Target District

The organizational structure of schools within the target district is determined by the Constituent District Board of Trustees and the Constituent District Superintendent. The following is a breakdown of the organizational structure of schools in each constituent district, which included all schools in the Charleston County School District.

Constituent District	Elem. Schools	Middle Schools	High Schools	Vocational Schools	Special Schools
Santee-St. James - #1	3	0	1	0	0
Moultrie - #2	4	2	1	0	0
James Island - #3	5	2	2	1	0
Cooper River - #4	20	0	5	1	0
St. John's - #9	3	1	1	0	0
St. Andrew's - #10	6	2	2	0	0
City of Charleston - #20	10	0	4	0	3
St. Paul's - #23	4	1	1	0	0

Unification of Schools in Target District

The school year 1970-71, three years after consolidation, brought total unification of schools in the Charleston County School District. Unification of schools was basically unforeseeable for years to come; however, the interest and concern of dedicated people (educators and laymen) for improved education for all pupils made possible, through planned programs, a smooth transition to unified schools in the district.

Below is the percentage of White and Negro pupil enrollment per constituent district for the 1970-71 school year:

Constituent District	Total Enrollment	%White	%Negro
Santee-St. James - #1	1,217	7	93
Moultrie - #2	4,835	58	42
James Island - #3	6,535	69	31
Cooper River - #4	21,240	72	28
St. John's - #9	3,162	36	64
St. Andrew's - #10	9,256	84	16
City of Charleston - #20	10,348	11	89
St. Paul's - #23	3,219	9	91

The total Charleston County pupil enrollment for the 1970-71 school year was 59,812, of which 33,073 or 55% were White and 26,739 or 45% were Negro.

Racial Tone of Target District

The racial tone of the Charleston County School District as reflected through the period of consolidation and unification of schools was calm, beyond expectation, when compared to other school districts in South Carolina

and throughout the nation. It was evident that the minimum amount of student unrest and other disturbances usually inherent when schools are unified was due to the concerted efforts of educators and laymen in the Charleston County School District.

The concerted efforts of educators and laymen is also reflected in the "Superintendent's Message," Charleston County School District Newsletter. May, 1971, Vol. II, No. 9: "No staff of educators in Charleston County has ever faced more diverse and volatile problems in the classroom. And no staff has ever handled classroom conflicts and professional setbacks with more dignity and authority. The fact that racial tensions seldom erupted into actual physical disturbances is a tribute to your sense of justice and your attitude of concern."

Socioeconomic Status of Target District

The socioeconomic status of the Charleston County School District must be thought of in terms of the whole district rather than individual constituent districts and based on assessed valuation of revenue budget for Charleston County. This assessment will, in itself, reflect the amount of revenue attributed to education within the County School District.

Charleston County: Facts and Figures[2]

Population	247,650
Registered Voters	76,805
Public School Children.	60,232
Public Schools	79
Professional Personnel	2,500
Total Personnel	4,500

[2] Revenues and Expenditures Budget, Charleston County School District 1970-71

Assessed Valuation	$ 121,862,970
Assessed Value/Household	1,662
Assessed Value/Child	2,293
Per Capita Income	2,329
Per Household Income	8,736

In addition to regular funding for education within the school district, 36 schools are considered high priority according to the guidelines of Health, Education and Welfare.

Total revenue sources for operation during the 1970-71 school year came from the following: Local - $8,397,815 (34%; Federal - $2,005,000 (8%; and State - $14,112,788 (58%.

Target District Involvement in State Pilot Program

Charleston County School District was selected as a target district for South Carolina State Pilot Program for Information Dissemination because of (1) locale (lower section of state), (2) possession of ERIC files, (3) population of students - more than 60,000 and (4) total unification of schools within the district.

In October, 1970, the Assistant Director of Guidance and Testing for the County School District was selected to represent the School District in the First Pilot Training Program (held on the campus of the University of Missouri) for participants in State Information Dissemination Projects. The representative later became a member of the state team for the South Carolina Pilot Program for Information Dissemination, and was assigned to work with the Charleston County School District as a Communication Specialist.

Description of Communication Specialist: Role and Function

The role and function of the Communication Specialist at the outset of the Pilot Program was assumed to be that of a "linker," or that of a "go between" in providing research information requested from educators in the target district. The specific duties included: (1) assistance in identifying educational problems; (2) assistance in developing approaches and plans in problem-solving and innovation; (3) assistance in converting research data into a format to facilitate the utilization of the material; and (4) assistance in implementing projects in the local district.

In defining the functional role of the Communication Specialist, the following assumptions were made:

> that the Communication Specialist's experiences within the target district, as a former employee, would definitely facilitate his communication efforts with educators in the district, thus, bringing about an immediate acceptance of his role and function as well as a willingness to seek his assistance; and
>
> that the awareness of known problems and needed innovations in individual schools would encourage administrators and teachers to use the services provided through the pilot project.

The functional role of the Communication Specialist is defined in terms of assisting, encouraging, and facilitating the needs of educators in the utilization of research information in problem-solving and innovations. A mere definition of the functional role is insufficient, for total involvement of the functional aspects of the role should be more specific, and should be contained in the following objectives.

1. To assist, encourage, and facilitate knowledge of major educational ideas, trends, and patterns to effect change.
2. To assist, encourage, and facilitate knowledge of major educational principles, thus bringing about an awareness and need for educational change.
3. To assist, encourage, and facilitate the ability of teachers and principals to state specifically the behaviors to be elicited from pupils through implemented programs.
4. To assist, encourage, and facilitate expertise in interpretation and utilization of research information in problem-solving and innov tions.

If the Communication Specialist is to function in regards to the above initial assumptions in a large school district, he must (1) become familiar with and understand the total structure of the local district, (2) know the decision-makers who are responsible for the complete operation of the system, (3) consider conflicts and avoid same by explaining the objectives set forth in the project and the specific duties through personal contacts with county level personnel and constituent district personnel, (4) where a district has directors of research and evaluation and public information make special efforts to explain his role to avoid conflicts as well as duplication and overlapping of service, and (5) involve the target district audience through personal appearances at faculty meetings, news media, personal correspondence and as resource consultant.

The focal point of the role of the Communication Specialist was centered on decision-makers on the county level. At this level Division Assistant Superintendents and County Directors are considered to be the

final determinants for any educational changes occurring in the district.

Initiation of Project in Target District

The Communication Specialist in his effort to initiate the project in the target district has to decide the avenues or approaches in (1) creating a climate of concern for the project, (2) establishing a working relationship with educators, and (3) developing support for the project.

1. Creating a Climate of Concern

Attempting to create a climate of concern, the Communication Specialist distributed booklets, leaflets, and personal letters pertinent to the Program. In an effort to personalize the Program, the Communication Specialist secured the assistance of the local district's Graphic Arts Shop in designing a booklet cover which reflected the local district as the target district for the Pilot Program. The booklet proved to be eye-catching to educators in the target district, but it did not provide immediate answers for educators pertinent to the Program. Sensing this need, the Communication Specialist condensed the Program information into a smaller pamphlet using non-technical language. He secured the assistance of the Research Information Unit in reproducing the design on the cover of a leaflet and in the printing of the condensed Program information (Appendix O).

Personal letters were sent to administrators in the local district informing them of the Program and the services available. The Communication Specialist found later, prior to and during personal visits, that personal letters to administrators would have had more impact if they were sent by the Local Superintendent or Assistant Superintendent

for Curriculum and Instruction. It was necessary to inform the district of Program activities for many key county level personnel received calls regarding the letters sent by the Communication Specialist.

During personal visits the Communication Specialist found that knowledge of the existing Program was rarely forwarded from the district staff to the school staffs. Therefore, visits to individual schools were necessary to inform the teachers and administrators of the Program. These visits created a greater need on the part of the Communication Specialist to schedule faculty meetings through the principal and to develop a method of presenting the Program to teachers. Slides were developed, through the assistance of the Assistant Director of Instructional Aids, for presentation at various faculty meetings. The number of slides developed at the outset later proved to be too time consuming for the amount of time alloted in most faculty meetings. The presentation was then delimited to the procedure used in submitting a request for information via the Communication Specialist, the Research Information Unit in action: what happens to the request when it reaches RIU, compilation of the data, receipt of the completed request in the local district, return of the information to the educator, and the additional services provided through the Program as consultants, if necessary.

The Communication Specialist also found that interest for the project could only be generated through his ability to demonstrate the value of service and product provided through the Program. This fact indicated that the Communication Specialist must possess not only a thorough knowledge of the Program but also the ability to utilize productive salesmanship techniques and to be sensitive to the inner

feelings of people and their needs in any given setting.

2. Establish a Working Relationship with Educators in Target District

The Communication Specialist, in establishing a working relationship with educators in the local district, first had to establish, through personal visits with county level personnel, Levels of Acceptance of his role in target district activities. This fact meant that facilitative working relationships had to be established and had to include: genuineness, trust, honesty regarding the activities in the target district, and confidentiality of certain information.

He must also be able to recognize barriers of resistance to problems in the target district, some of which are not related to Program activities, and be able to discuss these issues only as a means of working through such resistance to initiate the Program.

3. Developing Support for the Program in the Target District

In developing support for the Program, the Communication Specialist solicited, through established working relationships with County Assistant Superintendents, educators believed to be influential in various sections of the local district and considered by other educators (principals and County Directors) to be outstanding professionals in the local school district.

These supporters formed the Advisory Committee for the Program, providing assistance in screening requests, setting priorities when necessary, and giving assistance in assessing the needs of the local district.

In addition to establishing the Advisory Committee, visits were made to elementary and high school principals; also, County Direct :s'

staff meetings and various workshops were attended to explain the Program.

Contact was made with the Information Director of the district for support of the Program. This contact proved to be urgently needed, for assurance was necessary that the Program dealt primarily with providing research information in answer to educational problems and not with communicating district information or keeping the public informed of the district activities. Articles were published in the local news media and the local district newsletter regarding the Program and the services available to educators.

The Director of Research and Evaluation was also contacted. His support was solicited for the Program as he assisted educators to solve problems in the local school district.

As of December, 1971, three hundred sixty-five (365) requests were submitted by individuals within the Charleston County School District. Case studies of several of the requests are included in this report (Appendix P).

SECTION V

PROCESS AND PRODUCT

The Pilot Program for Information Dissemination has truly been "pilot" in nature. No precedents had been firmly established for the operation of an information center within a state education agency. Therefore, it was necessary that the Pilot Program operate in a developmental mode. When problems arose, methods were identified to solve them. Successful and unsuccessful solutions were noted for utilization by others who would be developing similar programs within their states or districts. Change in the Unit's process and product was the direct result of internal sensitivity to operation of the Program. Regular staff meetings permitted the discussion of problem areas and a cooperative attempt to determine the solution. Program management determined the overall direction for the process and product; staff interaction determined the method to achieve the objective.

The Product

The product of the Research Information Unit is the result of the retrieval and compilation activities of the total Unit staff. The major product which the Unit produces is an information packet. The packet is a collection of materials sent in answer to a specific request from an educator within the state. In its standard form, the packet contains summaries from a computer search of ERIC documents (RIE) and CIJE journal articles, as well as a bibliographic listing of Education Index journal articles. Additional materials which are available from the Unit's files, from Department consultants, and the State Library are also

included in the information packet.

After reading the summaries of documents and journal articles contained in the packet, the requester can determine which entire documents and/or journal articles he would like to read. He can then obtain the documents that he wants by listing document numbers or journal article titles on the order blank included in the packet. After he submits the order blank to the Research Information Unit, the requester will be provided with microfiche of ERIC documents and/or hardcopies of journal articles.

The Unit staff has prepared several technical papers upon request. One was prepared for the Governor's Committee on Year-Round Schools. The paper synthesized research and program information into a single document. As a result of the Committee's work, planning grants were awarded to four districts within the state. A second paper was prepared for the Rock Hill School District on volunteer services. Soon after the paper was delivered, the district employed a Director of Volunteer Services and she utilized the paper as she determined the scope of her activities. A third paper was written on barriers to educational change and was used in a southeastern planning conference.

The Process-Retrieval and Dissemination

The Research Information Unit was established to assemble and disseminate relevant information on requested topics. Requests from any South Carolina school district or from any office within the state education agency are processed, and the resulting product identifies the available information in the designated area.

The process of compiling the most relevant information on a given topic varies with each request. As soon as a request is received by a member of the retrieval staff, the search process is determined. One request may involve submitting a computer search of the ERIC tapes (Research in Education and Current Index of Journals of Education), as well as conducting a manual search of the topical files in the Unit. Another request may entail submitting a search question to the State Library for a search of their book and document collections, as well as contacting a state education consultant for diagnostic and/or prescriptive recommendations. A third request may prove all search processes invalid except for consultant assistance; while a fourth request may only require the compilation of materials from previous requests. Because all requests receive this individual treatment, each requester is guaranteed special attention to his unique needs.

The Pilot Program also provides a professional service to the SEA personnel by permitting them to tap the resources available through the information service for the latest developments in their field. In addition, the effort within the SEA to design an overall system of management by objectives increases the demand for information for planning and development; this process has integrated the work of the Unit into the total SEA operation.

The Process - Utilization

As a pilot state, South Carolina chose to develop a retrieval center to provide the information and materials to the Communication Specialists and to the non-target districts. The role of the Communication Specialists

was to facilitate the two-way flow of information between the SEA and LEA and to assist in the utilization of educational research. Rather than singularly becoming "agents of change" in their district, each Specialist called upon national, state and local resources to assist the educational personnel in the district to identify and find solutions to their own needs.

The introduction of the Pilot Program into the district was innovative in itself. Keen sensitivity was needed to ascertain attitudes toward change, working patterns of educators, methods of problem identification. The Program was defined as a means through which a Communication Specialist assists, encourages and facilitates the needs of educators in innovations and problem-solving activities through the utilization of research information. In defining the Program, the Communication Specialist was concerned with (1) the kinds of problems the Program was designed to help solve, (2) the scope of the project in terms of service capability, (3) determining priorities of requests, (4) role limitations of Communication Specialist in target district activities, and (5) follow-up procedures regarding utilization of research information.

The Program was designed to provide immediate educational research information on existing and anticipated educational problems in the local school district. The Program served administrators, support personnel, and instructional staff. The district staff was contacted when the Program was introduced into the local school district. It was necessary to totally inform them of the service to gain support from them for Program activities. School administrators were introduced to the Program before contacts were made with individual teachers. This approach informed the educators in the district in a hierarchial manner and was conducive to a smooth operation

of the Program.

Priority was given to the district staff in the initial phase of the Program to gain support and to provide support to the decision-makers in their activities. The second phase of the Program emphasized assisting administrators and teachers as well as the district staff. Response to the service was transmitted across staff lines and increased the impact of the Program in the district. This response tended to have a multiplying effect.

The role description of the Communication Specialist was formulated at the beginning of the Pilot Program. However, it was a tentative formulation subject to change as the Program developed. Initial statements of role tended to be confirmed with minimal alteration. Interpretations of the role tended to vary with each new contact and request for information. In general, the role tended to incorporate assisting educators to define problems and interpret research information; encouraging educators to use research in the decision-making and planning activities; providing resources to facilitate the planning and innovative process; being cautious not to provide answers but alternatives for the educator; being cautious not to usurp the leadership role from the educators; and maintaining a certain degree of neutrality without attempting to promote his own "cause celebre."

Working within the district situation can be a paradox: it is sometimes very easy and at other times very difficult to follow the utilization of information. At times an innovation is begun immediately and at other times change comes slowly due to the individuals involved and their degree of responsibility in the particular area. The Communication Specialist

is involved in the facilitation of the planning and implementation process.

Rock Hill - Target District

Diagnosing the Problem

The Program began operations in earnest with the scheduled meetings at individual schools. For the first four months, at least three days per week were devoted to meetings designed to introduce the Program to a small group of educators. Usually during these sessions, requests for information were received. After the first four months, more time was devoted to follow-up sessions answering questions about requests and assisting in the utilization of the returned information.

A typical introductory session would involve one to four educators who had common educational problems; for instance, all reading teachers in a school would be present or all sixth grade teachers. Groups with similar educational responsibilities tended to be more cohesive in their discussions and reinforced each other in stating problems which needed attention.

The Communication Specialist would begin the meeting by introducing herself and the project. Research services were spoken of in general, non-technical terms. The ERIC file was identified as were other resources available such as CIJE, PREP, Regional Labs, State Library, etc. However, these resources were not explained in great detail; for instance, the clearinghouses that contributed to ERIC were rarely mentioned in an introductory session. Educators were interested primarily in how the Program could help them, not necessarily in how information was gathered together for a request.

Always, the Communication Specialist conveyed to the educators two thoughts:

(1) that this was <u>not</u> an "answer" service, but an approach to problem-solving. The client would definitely be involved in the process. The research material returned to them would be screened for irrelevancy and highlighted to speed comprehension, but their time must be devoted to studying the retrieved data. This time would often be "off duty"; but if an educator were sincerely interested in seeking solutions to problems, the extra time no doubt could be found. The Communication Specialist would assist the educator by reading with him the retrieved data and by discussing with him methods of making the data applicable.

(2) that the decision to modify or even change a situation depended completely upon the client.

After the introduction, a question - negotiation period begin in which the Communication Specialist encouraged the educators to discuss problems they were confronting. A typical question might be, "If you had to define the greatest problem you are facing in your school (or classroom) today, what would it be? What problem demands immediate attention from educators?" Questions similar to these opened up discussion on many problems ranging from unacceptable behavior to reading difficulties. Usually, educators became so loquacious that a judgment had to be made to rank problems by priority.

One note of admonition should be injected here for future field personnel or Communication Specialists. The problem-solving technique must always be approached in a positive manner. A discussion of problems is by

its nature a negative situation. Problems are unpleasant and a discussion intended to resolve problems can quickly become a gripe session. An air of hostility and resentment can be detected in some educator conferences and providing a forum for unrestrained vocalism could intensify the situation and jeopardize the success of the discussion. A Communication Specialist does not wish to be labeled an agitator by the administration and should be forewarned that unrestricted discussions can lead to a problem. Further, there are some educators who become so involved in the initial process of stating the problem that they never reach the end process of seeking a solution. Therefore, the Communication Specialist must not allow the discussion to linger unduly on defining the problem but must encourage educators to progress to the next step of problem-solving which involves gathering relevant resources.

The Search for Relevant Resources

Once a problem has been identified, probed, defined and refined to the satisfaction of all involved, it is ready for submission to the retrieval staff. The number of resources contacted by the retrieval staff in response to the request for information includes ERIC and CIJE files, the Education Index, PREP documents, the State Library, State, Out-of-State, and Local School District Consultants, Regional Labs, etc.[3] The Communication Specialist contacts the Rock Hill School District consultants and personnel

[3]Oftentimes in researching other requests, the retrieval staff members find information which would be relevant to a request already processed and returned to the Communication Specialist. This additional information which is forwarded to the target district has two effects:
(1) Increases the quality of information retrieved by providing more "on target" data.
(2) Creates an even firmer acceptance of the Pilot Program by the client who is convinced, by additional information, that the Research Information Unit personnel are sincerely interested in his request.

who, although they do not have the consultant title, have been identified as persons with expertise in the request area sought. In addition, university personnel at Winthrop College are contacted for assistance in some requests.

At this point, an explanation of the relationship existing between the college and the school district would be beneficial. The Rock Hill School District and Winthrop College jointly participate in educational projects. They are cooperating in several college/public school programs; yet the relationship between a theory-based institution and a practical application agency is a delicate one which requires sensitivity and understanding. The Communication Specialist has requested assistance from Winthrop College on several projects including:

(1) Psychology Department assistance on designing and implementing evaluation procedures for the Learning Resource Center at Castle Heights Junior High School. Consultant fees involved.

(2) Library Science Department assistance on furnishing aides to assist with individual instruction in the Learning Resource Center.

(3) Education Department assistance on designing a handbook for parents of pre-school children.

In return, the Research Information Unit has furnished assistance to Winthrop College by:

(1) Supplying research information which the Education Department used in the instruction of Rock Hill educators involved in the Portal School Project.

(2) Informing the Home Economics and Distributive Education classes at Winthrop College of the services of the Research Information Unit,

noting particularly the dependence upon the ERIC file.

(3) Supplying PREP documents to several professors who instruct Rock Hill educators in special in-service classes.

When the information is returned from the Columbia unit, the Communication Specialist makes an appointment with the client to present the information packet to him. An explanation concerning the use of the materials accompanies the packet; documents or journal articles which seem particularly relevant are identified for the client. A date is agreed upon by the Communication Specialist and the client for the first follow-up visit, at which time the research information will be discussed for relevancy and application.

Procedures used during follow-up sessions vary with each client and each request. Normally the conversation is initiated with a discussion of the information packet, at which time the Communication Specialist asks the client his reaction to certain documents of information.[4] If the client is interested in certain documents, he will usually have the order blank completed. Sometimes the Communication Specialist suggests other documents, but normally the order stands as dictated by the client.

A third visit to the client is necessary to return journal articles which have been pulled from the Winthrop College Library or State Library and/or microfiche which has been reproduced. This retrieval process may take a few days for journal articles and microfiche. Again, the information delivered to the client has been scanned for its relevancy and application to the problem. Another meeting is scheduled between the Communication

[4]The Communication Specialist refers to notes which have been made before the information was returned to the client. No information is returned unless the Communication Specialist has read it first.

Specialist and the client to discuss the retrieved information.

During the fourth visit to the client, the follow-up process begins to vary. Some clients are not interested in pursuing the information any further. Either they have found the information for which they have been searching or they are no longer interested in the problem. At any rate, if the client requests no further service, his request is honored.

In other cases, clients may wish to pursue the information received by requesting more information. On the other hand, the client may wish to act on the information he already has. The manner in which the client decides to utilize the information is the manner in which the information is used. The Communication Specialist often provides input when modifications or changes are under discussion, but rarely does this input contain a personal opinion or recommendation. The duty of the Communication Specialist is to create awareness of alternative solutions; the selection of an alternative is the responsibility of the educator alone (or the educator and his superiors if an organizational change is selected).

The role of the Communication Specialist is at its greatest point of variance and unpredictability in the stages of information utilization and application. If the client decides to implement an alternative solution, the Communication Specialist may assist that implementation in several ways:

(1) arrange for consultant help;

(2) retrieve more information;

(3) solicit school district support for the implementation;

(4) provide direction for proposal for the writing;

(5) assist in establishing evaluation procedures; and

(6) assist, generally, in establishing the implementation[5].

Charleston - Target District

In implementing the project in the target district, the Communication Specialist began by soliciting requests from the Division Assistant Superintendent, County Directors, and key Principals.[6] This solicitation was accomplished by sitting in on certain discussions concerning existing problems in the local district. Some of these discussions were concerned with problems of discipline codes, dress codes, dropout reporting, etc. The initial requests provided key county personnel with evidence of the capability of the Program by providing meaningful and relevant research information from national and state resources to answer existing problems.

The clients requested information for various reasons. Many discussed what they thought would be solutions to existing problems without really attempting to diagnose the cause or without identifying basic needs. Many also requested information to see what the product was like to determine if the Program could provide information on various subjects.

To clarify the role and specific duties of the Communication Specialist, the following strategy was developed.

1. Creation of a leaflet in answer to specific questions about the project, role and duties of the communication specialist, and services provided by the project

[5]The field component may assist in many ways from supplying clerical assistance to finalizing the end product. In the Learning Resource Center, the field agency furnished assistance in the typing and reproducing of student contract sheets; in a request for an efficient transfer form, the field component and elementary teacher involved designed the transfer form.
[6]It should be noted at this point that the Assistant Superintendent for Curriculum and Instruction provided significant support to the Program and facilitated the operation of the Program in the district.

2. Utilization of the local news media and district newsletter to publish information pertinent to the project and duties of the communication specialist
3. Personal letters to all administrators in the district and local colleges announcing the Program and services available
4. Appearance at faculty meetings
5. Service as resource consultant
6. Daily visits to schools to talk with teachers and principals concerning the Program and available service

The Communication Specialist found in his contact with clients in large groups that the explanation of the pilot Program and the services available were accepted as general educational information and also served to create self-awareness among individual educators of existing problems experienced in the classroom from day to day. Three to five requests for information were usually received after large group sessions.

The Communication Specialist also found that initial contact with county level directors proved to be invaluable in getting the message of the Program to many teachers in the district.

As the Communication Specialist met and talked with potential clients, a need of an Advisory Committee became evident to assist the Communication Specialist in client selection, priority of requests, and assessment of specific needs in the district. The members of the Advisory Committee expressed a need to get more information to the classroom teachers. This move would serve the purpose of opening up direct communication of research information utilization in the classroom. It would also eliminate a stop action process which often occurs when the principal fails to forward infor-

mation from his desk to the classroom teacher. It was commented by one member of the Advisory Committee that this communication was much needed, as he is guilty of posting information received for teachers without any follow-up as to how teachers could utilize the information.

A distinction between Research and Evaluation, Public Information and the Research Information Unit (listed as Technical Information in the target district) was also made. R and E established research designs and evaluated research studies for use within the district; PI served as a bridge between the public and the school district to inform the public and school personnel of district activities.

RIU/TI as designed would provide research information to assist teachers and administrators in adopting new methods and procedures in education. This assistance would be accomplished by making available current research information regarding recent trends that would help to bring about meaningful and practical educational changes in the district.

The efforts of the Communication Specialist were continued with potential clients in the district. Many talked about problems in general; i.e., need for material and equipment, problems existing in the classroom because student were not able to perform in certain levels and the need to transfer students out of their classes into special classes. On one occasion, after a faculty presentation, the Communication Specialist accepted such a request as a referral and solicited the assistance of a resource person in the district to help the client. Two students were tested and recommendations were made for them to enter a special education class in another school.

The Communication Specialist compiled a list of requests received from

clients in the district. These were disseminated to administrators and teachers on a one-to-one basis. This method expanded the activities of the Communication Specialist as many duplicate requests for information were received. In addition, many teachers, administrators, college professors, and college students came to the Research Information Unit to use the facilities to do individual searches for information. Teachers and principals began requesting research information in answer to specific problems. Requests were received by mail, telephone, and personal contact. Principals began appointing special committees to work on special problems and users of the research information referred other potential users to the Research Information Unit.

The process strategy employed by the Communication Specialist in working with individual clients is contained in the following listing.

1. The Communication Specialist in his initial contact with clients has to create an atmosphere of warmth and fellow-feeling from which trust and confidence could be developed. He does not want to be considered as selling a product. The Communication Specialist is concerned with establishing a working relationship whereby the client would openly share his major educational concerns and problems.
2. After a working relationship of trust is established between the client and the Communication Specialist, question negotiation is employed to determine the kind of information the client needed to answer his specific request. This negotiation includes questions pertinent to grade levels, achievement levels, ethnic groups, cost, group size, etc. so that the information not only

will be relevant, but related specifically to the needs of the client. The Communication Specialist also makes certain that the information requested was specifically what the client wants. This necessitates that the Communication Specialist be a good listener, thus avoiding immediate conclusions regarding the needs of the client.

The specific information requested by the client is transferred on a request form giving the description of the information needed, the purpose and the date needed. Here the client's own definition of the problem and his actual feeling regarding the problem is interpreted and transmitted to the Research Information Unit by the Communication Specialist.

3. Once the requested information is received from the Research Information Unit, the Communication Specialist will scan all document resumes as to relevancy and needs of the client. Notations are made by the Communication Specialist to highlight certain documents and to aid in interpreting the information to the client.

4. The packet of information is then personally delivered to the client by the Communication Specialist. The Communication Specialist also carries with him a complete ERIC microfiche document and a portable DASA microfiche reader. The information contained in the packet is explained to the client. (ERIC abstracts, CIJE abstracts and Education Index articles) Emphasis is placed on abstracts pertinent to the needs of the client, and the utilization of the portable reader and complete ERIC documents. The

use of the order form in the packet for requesting complete documents is also explained. Time is given to the client to review the information and a follow-up date is scheduled.

5. This step is now the third visit with the client. The primary concern of the Communication Specialist is to determine if the packet of information was relevant to the specific needs of the client. In some instances the Communication Specialist found that the clients did not have sufficient time to review all of the information, and in others additional information was needed immediately. Since the local district possesses the ERIC files, CIJE and Education Index journals, many of the requests for additional information were retrieved locally by the Communication Specialist.

6. During the fourth visit with the clients, the Communication Specialist assists in establishing basic alternatives to the solution of the problem. Once these alternatives are established, implementation becomes the responsibility of the client; i.e., trial adoption to determine effectiveness and evaluation of the results.

   It is well to note here that in the case of teachers and principals, trial adoption in problem-solving and innovation must be cleared through county directors and Assistant Superintendents in the district.

7. In the implementation process, who is responsible for the adoption? Who really becomes the agent of change? In this stage the responsibility is shared as in previous stages. The client needs dir-

ection and it is the responsibility of the Communication Specialist to assist, encourage and facilitate his needs at this level. The process of adaption or adoption in the implementation stages can be seen in the following behavioral approaches of the Communication Specialist.

1. To assist the client to have an awareness of the need for educational change

2. To assist the client in creating interest in educational ideas, trends and patterns to effect change

3. To assist the client in applying solution to the problem/need

4. To assist the client to state in specific terms. The behavior changes to be elicited through the implemented program

5. To assist the client to obtain consultant expertise to evaluate the implemented program

In assisting the client in the implementation process, the Communication Specialist is continuously leading the client to accept total responsibility for the implemented program. This leads to stage eight.

8. The client accepts full responsibility for the on-going program. The evaluation of the program becomes the responsibility of the client.

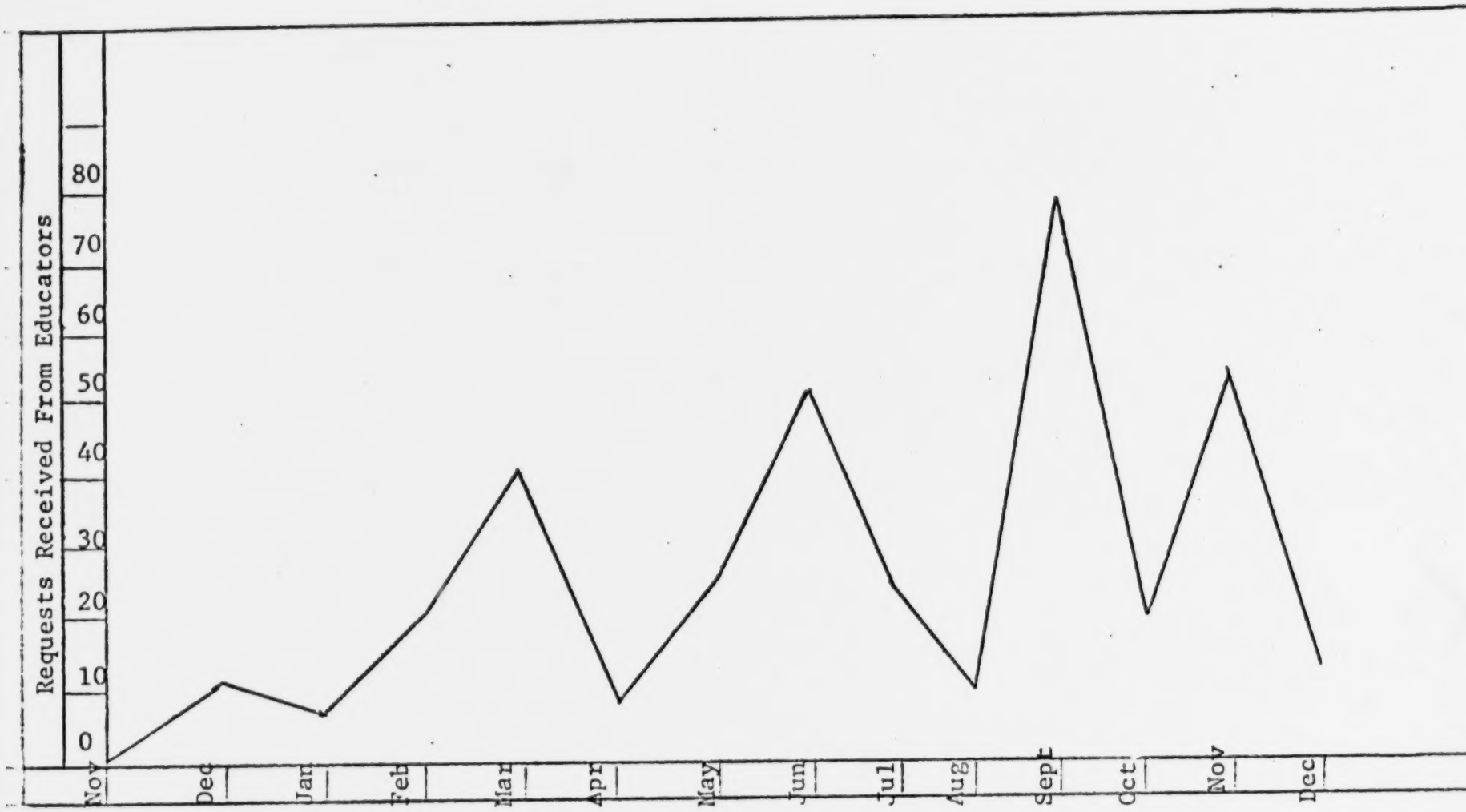
The role of the Communication Specialist in assisting the client in the implementation process is seen as a helping role, through which research information is provided in answer to specific needs; human resources are provided to serve as consultants; and support from key personnel is made available to facilitate the change process.

SECTION VI

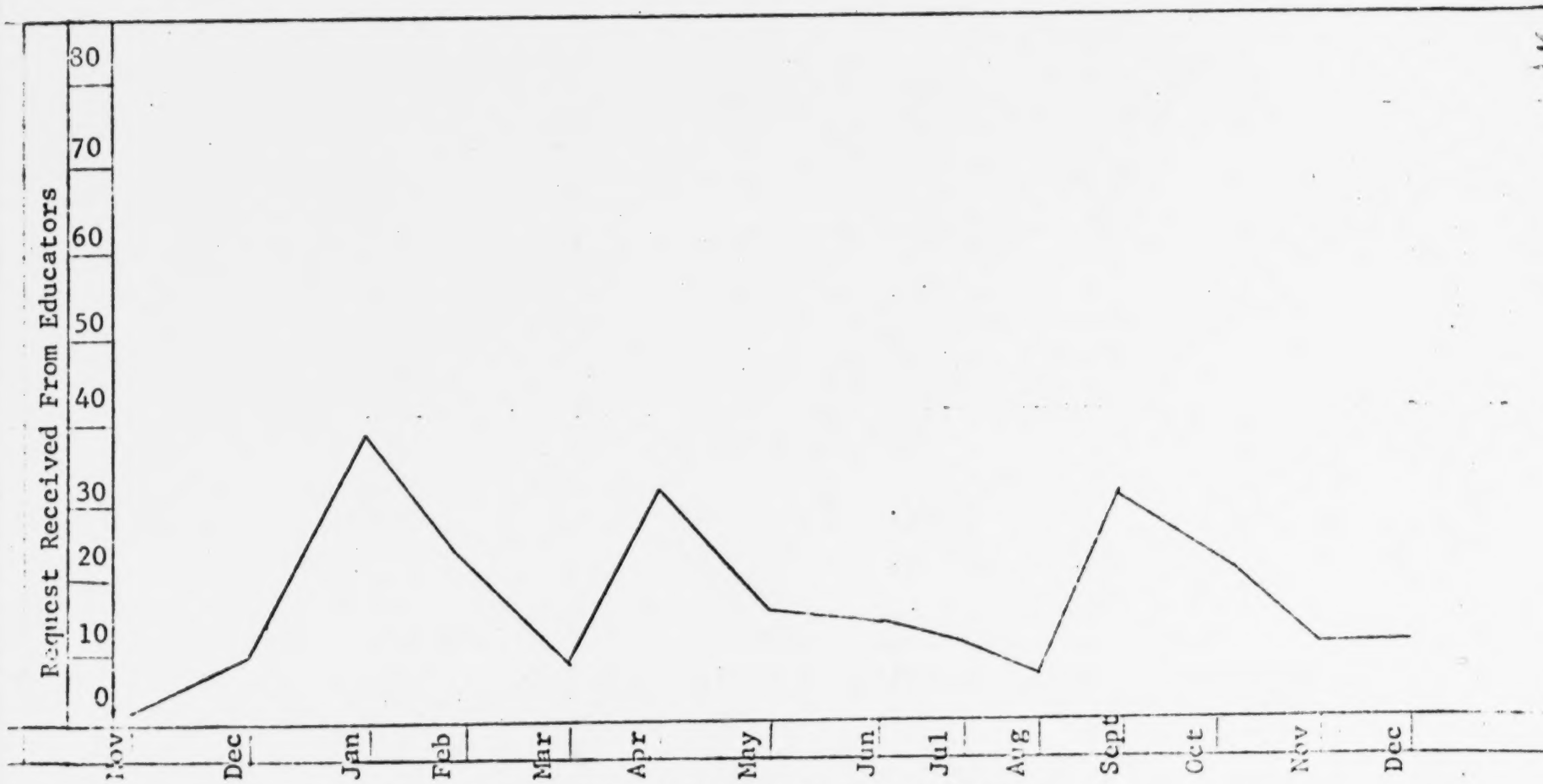
STATISTICS

The following graphs indicate the volume of requests which were received by the Research Information Unit from July, 1970 to December, 1971.

Number of Requests Received by The Research Information Unit
Total= 1127



Number of Requests Received From Charleston



Number of Requests Received From Rock Hill

The following charts indicate the number of corresponding percentage of requests for the period of July, 1970 to December, 1971.

TOTAL REQUESTS PROCESSED BY THE RESEARCH INFORMATION UNIT

Category	No. of Requests	%	Total No. of Requests	% of Total
STATE DEPARTMENT OF EDUCATION			239	21.20
State Superintendent	3	1.25		
Deputy Superintendent	3	1.25		
Director	24	10.04		
Chief Supervisor	50	20.92		
Supervisor	31	12.97		
Consultant	60	25.10		
Other	68	28.45		
Division Totals				
Superintendent	3	1.25		
Deputy Superintendent	3	1.25		
Division of Instruction				
Office of Adult Education	10	4.18		
Office of General Education	104	43.51		
Office of Instructional Television	1	0.41		
Office of P. L. 89-10	5	2.09		
Office of Teacher Education and Certification	2	0.83		
Office of Adjunct Education	2	0.83		
Office of Vocational Education	9	3.76		
Office of Programs for the Handicapped	6	2.51		
Division of Administration and Planning				
Office of Research	45	18.82		
Educational Data Center				
Office of Public Information	2	0.83		
Office of Technical Assistance	3	1.25		
Office of Planning	43	17.99		
Division of Finance and Operations				
Office of Finance				
Office of Personnel				
Office of School Planning and Building	1	0.41		
Office of Textbooks and AV				
Office of Transportation				

TOTAL REQUESTS PROCESSED BY THE RESEARCH INFORMATION UNIT
(Continued)

Category	No. of Requests	%	Total No. of Requests	% of Total
DISTRICT PERSONNEL			322	28.57
District Superintendent	23	7.14		
Assistant Superintendent	43	13.35		
Curriculum Personnel	89	27.63		
Pupil Personnel Specialists	38	11.80		
Other Staff Personnel	129	40.06		
SCHOOL PERSONNEL			457	40.55
Principal	126	27.57		
Assistant Principal	51	11.15		
Teacher	231	50.54		
Counselor	30	6.56		
Librarian	10	2.18		
Other	8	1.75		
COMMUNICATION SPECIALISTS			44	3.90
Rock Hill	37	84.09		
Charleston	7	15.90		
OTHER			65	5.76
Board of Education	8	12.30		
Vocational Education Centers	5	7.69		
Colleges and Universities	26	40.00		
Students	5	7.69		
Community	5	7.69		
Government				
Miscellaneous	16	24.61		

REQUESTS PROCESSED BY THE RESEARCH INFORMATION UNIT FOR CHARLESTON

Category	No. of Requests	%	Total No. of Requests	% of Total
CHARLESTON			365	32.38
DISTRICT PERSONNEL			106	29.04*
District Superintendent	4	3.77		
Assistant Superintendent	11	10.37		
Curriculum Personnel	42	39.62		
Pupil Personnel Specialist	11	10.37		
Other Staff Personnel	38	35.84		
SCHOOL PERSONNEL			243	66.57*
Principal	77	31.68		
Assistant Principal	49	20.16		
Teacher	81	33.33		
Counselor	25	10.28		
Librarian	5	2.05		
Other	6	2.46		
OTHER			10	2.73*
Board of Education				
Vocational Education Centers				
Colleges and Universities	7	70.00		
Students				
Community	1	10.00		
Government				
Miscellaneous	2	20.00		
COMMUNICATION SPECIALIST'S PERSONAL REQUESTS			6	1.64*

* % of total requests for Charleston

REQUESTS PROCESSED BY THE RESEARCH INFORMATION UNIT FOR ROCK HILL

Category	No. of Requests	%	Total No. of Requests	% of Total
ROCK HILL			232	20.58
DISTRICT PERSONNEL			43	18.53*
District Superintendent	5	11.62		
Assistant Superintendent	15	34.88		
Curriculum Personnel	3	6.97		
Pupil Personnel Specialist	4	9.30		
Other Staff Personnel	16	37.20		
SCHOOL PERSONNEL			134	57.75*
Principal	14	10.44		
Assistant Principal	5	3.73		
Teacher	105	78.35		
Counselor	6	4.47		
Librarian	3	2.23		
Other	1	.74		
OTHER			18	7.75*
Board of Education	5	27.77		
Vocational Education Centers				
Colleges and Universities	11	61.11		
Students				
Community	1	5.55		
Government				
Miscellaneous	1	5.55		
COMMUNICATION SPECIALIST'S PERSONAL REQUESTS			37	15.94*

* % of Total Requests for Rock Hill

EPILOGUE

REFLECTIONS

From the guidelines which were written in the original proposal, the Research Information Unit has developed into an operational information retrieval and utilization component of the state education agency. The guidelines were understandably limited due to the pilot nature of the Program, but they provided structure for the Unit to begin to develop. In many instances the Unit surpassed its own expectations; in others, it accomplished its mission and no more.

The strengths of the Pilot Program should be ennumerated upon reflection. First, the state education agency and the State Superintendent have been committed to the successful development and operation of the Program. In addition, the Program fits into the established plans for agency development and did not represent an unwanted appendage. The Department is developing a comprehensive information system which will effectively link LEA, SEA, and national information data banks. A major thrust of the Office of Research has been the implementation of a new data collection system which will become the input mechanism for the data base essential to the operation of the Management Information System. The Research Information Unit supports this activity and is preparing to disseminate products produced through this activity to agencies within the Department and to the school districts within the State. The major thrusts of the Office of Research are utilizing the skills and efficiency made possible by the Research Information Unit in designing, implementing, and operating an impressive and increasingly effective educational information system.

The consultants and supervisors within the Department have been an indispensible strength to the Pilot Program. The Unit could not have operated effectively or efficiently without the assistance and support of the Department staff.

The unique relationship with the State Library has also been a source of strength to the Unit. Twenty percent of the Unit's requests would not have had sufficient information supplied if the Library had not assisted the Unit. Ways to expand the cooperative efforts are now being explored.

The district staffs in Rock Hill and Charleston have created an atmosphere in which the Unit's filed component could develop and operate. The district superintendents have been more than supportive in their work with the Communica- Specialists. Both superintendents have decided to employ, at their own district's expense, a full time Communication Specialist beginning July, 1972.

Certainly a major strength of the Unit's development and operation has come from the U. S. Office of Education, National Center for Educational Communication. Their constructive monitoring process has provided the Unit with insights and ready counsel.

A final strength has been the calibre and dedication of the entire Program staff. They each have worked tirelessly for the improvement of education through the Pilot Program.

Weaknesses are harder to identify than strengths as so few weaknesses have been evident to those so closely involved in the Program. The weakness of the pilot nature of the Program with few precedents on which to depend has been turned into a strength. Through the developmental process, all staff members have worked together to meet the ever new situations. The original, limited quarters for the Unit were replaced by space within the agency building. The inefficient ERIC search capabilities were transformed into a most capable system.

FUTURE DIRECTIVES

The Department recently received confirmation that the funding for the Pilot Program was extended until December, 1972. As the Program expands and receives greater visibility, decisions will relate to choosing the directions to proceed.

The capabilities of the Unit create enthusiasm in any audience to which it is presented for the first time. A constant companion to the process of expansion is the problem of overload. The Unit does not want to promise more than it can deliver. For that reason, the expansion of retrieval services will be cautious and determined. The initial funding period has permitted the development of a production and field component. Both have proved to be efficient and productive. With continuation funding, efforts will be made to expand these capabilities. Programs and processes will be chosen which indicate a multiplying effect in order that the greatest number can be affected by the product.

Presently, there are plans to extend the computerized retrieval services to an additional segment of the educational community. The Unit is actively exploring ways to work through the colleges and universities to make the service available to teacher training institutions to acquaint future educational personnel with the process and the utilization of the products. The State Library will serve as the linkage agent in this new endeavor. Requests for information will be made through the college or university library to the State Library. The Library staff, in turn, will request the Unit to provide a search of the ERIC and CIJE documents related to the designated topic.

The District Representative concept continues to be an effective mechanism to expand the present services beyond the target districts. At the same time the employment of a full-time Communication Specialist in a non-target district has been accomplished. Other districts are also investigating funding sources to create such a position. The Unit is preparing to offer training for these individuals and extend to them the opportunity of meeting with the Unit staff during regular monthly sessions.

Two members of the retrieval staff have written several technical papers which present the state of research on a particular topic. The three papers were requested to assist in the planning at the multi-state, state and local levels.

The Unit would like to expand this capability as it seems to meet a need which the information packet cannot. The technical paper provides the educational planner with a resource document upon which to develop alternative methods to solve a problem. The need for the technical paper which presents the state of research on selected topics is being realized by those involved in information services, including the ERIC Clearinghouses. Recently, the Unit has had to employ a part-time technical writer to meet the present demands for technical papers and to permit the retrieval staff to devote their full time to processing requests.

The topics for the technical papers will be chosen by two methods. First, if the Unit receives a substantial number of requests on a particular topic, this may demonstrate a need for a paper to compile the research reports. The Unit staff would determine the final selection of topics for the technical papers. The districts would be notified of their availability for use in planning. The eleven State objectives provide an excellent example of this method. At the present time the Unit is receiving many requests for information pertaining to these objectives. The districts plan to institute programs to meet the eleven objectives at the local level. There is a definite need to provide a technical paper in each of these eleven areas to assist in local planning efforts.

The second method will be a continuation of the Unit's present operational procedure. When a need is expressed by management for a paper on a particular topic, the Unit will attempt to provide this service as resources permit. Past experience indicates that these papers are highly useful and effectively assist the decision-making process.

A definite need exists for the production of technical papers to assist the educator to use voluminous research material in educational planning. Departmental resources through the Office of Research will be applied to the further employment of part-time technical writers.

The Unit is in the initial phase of developing pre-packaged information packets. They will not be developed to replace the present request processing. The Unit believes that the question negotiation phase of the information retrieval process mandates a unique information package in response to each request. However, the packets may be included with the information package as an additional pre-packaged resource. Pre-packaged information packets will be developed on identified topics of importance to the majority of district. The packets will be selectively disseminated to the SEA, LEA's, and other interested educational personnel.

Currently, four packets relating to the topics of individualized instruction, drop-outs, reading, and drug abuse are in the developmental stage. Each packet will contain information sources found in RIE and CIJE. Alterations of the present ERICTAPE program have been made to facilitate the production of these packets. The packets will be made in quantity, disseminated to an identified audience, and be available upon request.

The pre-packaged packets will be, in fact, multiple copies of an information search on a particular topic. It will contain the resources available on the subject. The packets can be utilized by a committee as they study a problem, or a planning committee, or a curriculum development committee. For example, at the present time South Carolina is actively involved in developing a drug information program for students. The planning committee is most interested in receiving the packet on drug abuse in quantity for their use and later distribution.

The production of such packets will have a side benefit for the information utilization process. The packet containing information resources will encourage the utilization of ERIC documents and journal articles in the planning

process. The packets will satisfy a need for resource identification in a unique area for mass distribution. Again, the Unit will determine topics from expressed needs and anticipated needs.

To provide a more comprehensive information service, local data must be added to national and state educational data base. A concerted effort will be made to collect information concerning promising practices within the state. This information would be of great assistance to the efficient operation of the Unit as districts are interested in knowing other district practices. To assist in this effort, the Department is committing the resources of the Surveys and Evaluation Section within the Office of Research to the identification and description of promising local and state educational practices. As the practices are identified, they will be described in a format which will facilitate its utilization. The written statement will then be added to the Unit's files.

For the format, the Unit chooses to follow the fuidelines being established by the U. S. Office of Education. The guidelines will be sent to state and local consultants, Communication Specialists, and district representatives who will, in turn, identify those practices they deem valid. Hence, a data base of state educational practices will be established and, perhaps, be put on computer tape. After the national collection has blended with this base, national, state, and local personnel will have access to this data.

The information dissemination process has become so involved and varied that each individual has a very specific function within the toal effort of the Research Information Unit. The retrieval staff devotes its total time to the processing of requests by retrieving available information on the designated topic and assembling the final information package. A definite staffing void existed which affected the total operation of the Unit. For an information center to be

truly effective and an integral component of the decision-making or program-developing process, the information base upon which it draws must be comprehensive and current. This particular responsibility is an essential component of the operation of an information center and requires a substantial commitment of staff time. The present retrieval staff has attempted to fulfill this need as time has permitted, but the demands for request processing have negated their efforts.

Due to the importance to an information service of identifying information sources and the properly cataloguing documents and materials, the Unit realized a definite need to have a member of the staff whose duties would include identifying available information sources and consultant expertise outside the state education agency, cataloguing information and materials, organizing and maintaining the Unit files and library, and locating Department documents and material resources housed within the various offices. The demands upon the present retrieval staff to respond to the ever-increasing number of requests precluded the delegation of any existing staff member to this assignment.

Therefore, upon notification of contination funding, the Program employed a Materials Analyst. Her time is devoted to identifying and cataloguing documents and resources and to acquiring information for requests which cannot be answered through the computerized search of ERIC and CIJE. These requests are usually processed with the assistance of the South Carolina State Library, the Unit's general file, and SEA supervisors and consultants. The Materials Analyst is an essential member of the retrieval staff through the organization of information resources and the coordination of information retrieval for requests which require special search procedures.

During the next year, each target district will employ an individual to replace the present Communication Specialist. The Communication Specialists will then become Area Communication Specialists for districts with a district representative. In this manner, the influence of the present Communication Specialist can be

expanded to other districts within the State. From January to June, 1972, the work of Area Communication Specialists will gradually change from full time in the target district to full time devoted to districts in his assigned section of the State. The current target districts will become demonstration districts.

As Area Communication Specialists, they will train their replacements in the target districts. It is noteworthy that both Charleston and Rock Hill have chosen to fund the Communication Specialist's position at district expense. It is evident from this action that the position is considered important to the districts. By June, 1972, the Area Communication Specialists will be working with the target districts in the same capacity as they will be working with the non-target districts.

The Communication Specialist's clients are currently the educational personnel in the districts. Their clients will continue to be the administrators and teachers; however, it will be primarily an indirect relationship. The Area Communication Specialist will work directly with the District Representatives in each district and assist them to aid their educational personnel in the utilization of information. In addition, the Area Communication Specialist will be available to work directly with the district staff (assisted by the District Representative) and with individual teachers upon request.

The Communication Specialists have acquired an expertise during their one year in the field that few individuals possess. They have worked full time to facilitate the utilization of research information. In an effort to extend this capability to others, the present Communication Specialists will conduct training sessions and provide on-the-job assistance to the District Representatives.

The Program will plan several meetings for the District Representative during the next twelve months. An effort will be made to identify existing training materials and adopt or adapt them to the training program. One possible source of training materials is the Far West Laboratory program for the Educational Information Consultant. All available resources will be utilized to develop the training package for the District Representatives.

The major thrust of the second phase effort will be to train District Representatives to provide the services of the present Communication Specialist. In this manner, the project will have a multiplying effect and extend in-depth assistance to a larger area of the state.

The entire Program staff looks forward to the second phase effort to continue and expand the work which has begun. The Department has noted its value in the strengthening of on-going activities. The Department has given assurance that its technical resources will be available for the operation of the Program and that an adequate opportunity for the Program to demonstrate its value will be provided.

Appendix A.

DESIGN FOR DEVELOPING PLANNING, PROGRAMING AND EVALUATING CAPABILITIES *May, 1970*

Objectives

A. To Develop, Implement and Maintain a System to Collect and Analyze Educational Data

B. To Implement and Maintain a Structure for Strategy Building, Program Development and Demonstration

C. To Implement Programs to Meet the 5 Year Objectives

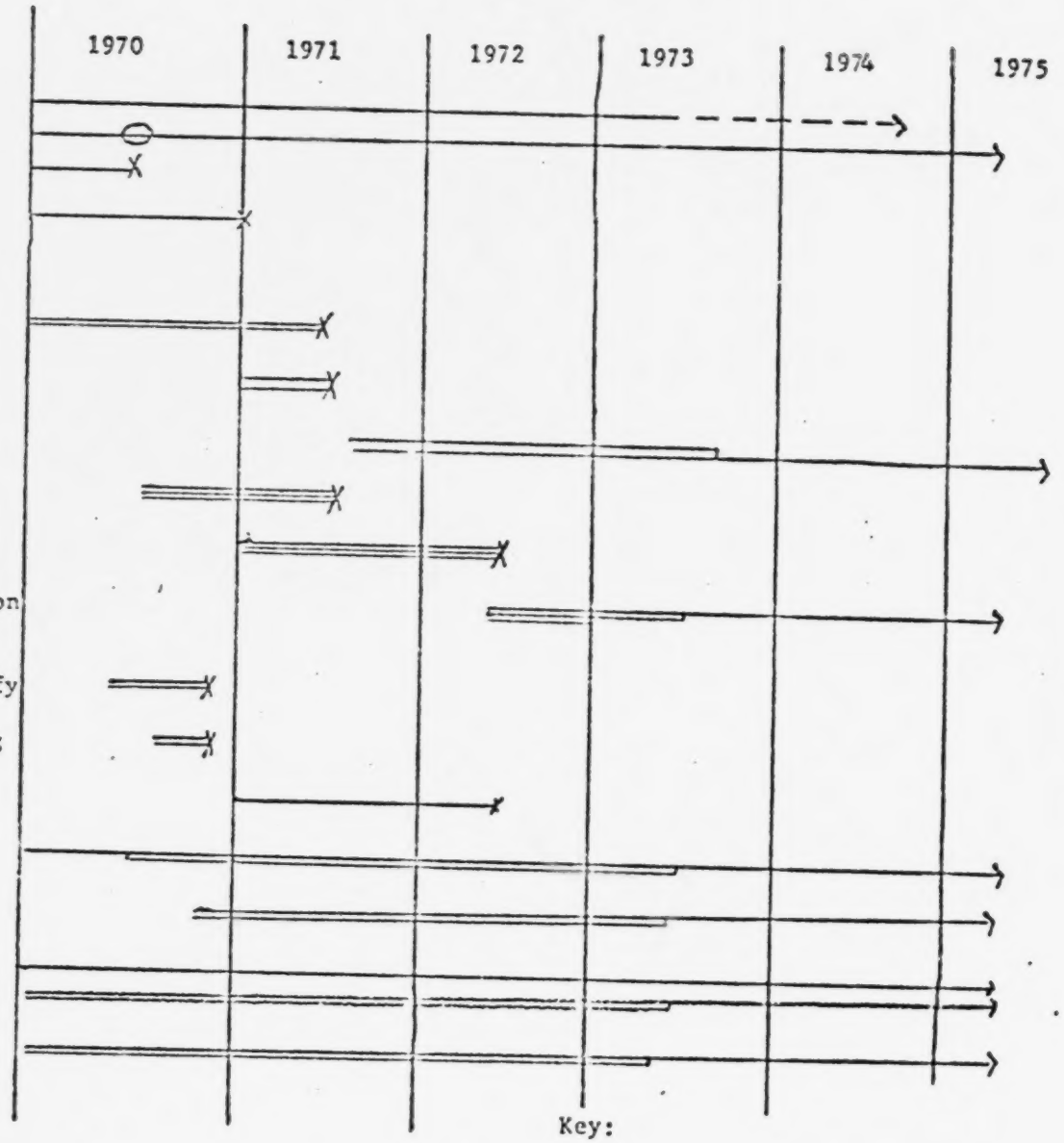
D. To Develop and Implement a Comprehensive System of Evaluation for Redefining Educational Needs and Objectives

Activities

School Surveys
Computer Hardware
Data Compilation System
Development of Planning System
(1) Development of Model for Needs Assessment
(2) Implementation of Static Model
(a) Design Data Collection System
(b) Pilot Test System (Data Collection)
(c) Implement Data Collection System
(d) Design Research Information System
(e) Pilot Test System (Research Information)
(f) Implement Research Information System
(3) Implementation of Dynamic Model
(a) Assign Task Forces to Identify Specific Objectives
(b) Define Strategies for Meeting 5 Year Objectives
(c) Pilot Test and Demonstrate Strategies
(d) Implement Strategies for Meeting 5 Year Objectives
(e) Define New Data and Data Improvements Needed
(4) Program Implementation
(5) Define and Implement Evaluation System
(6) Revise, Implement-Revise Annual System for Identification of Priority Educational Needs

South Carolina Department of Education
Office of Research and Planning
Columbia, South Carolina

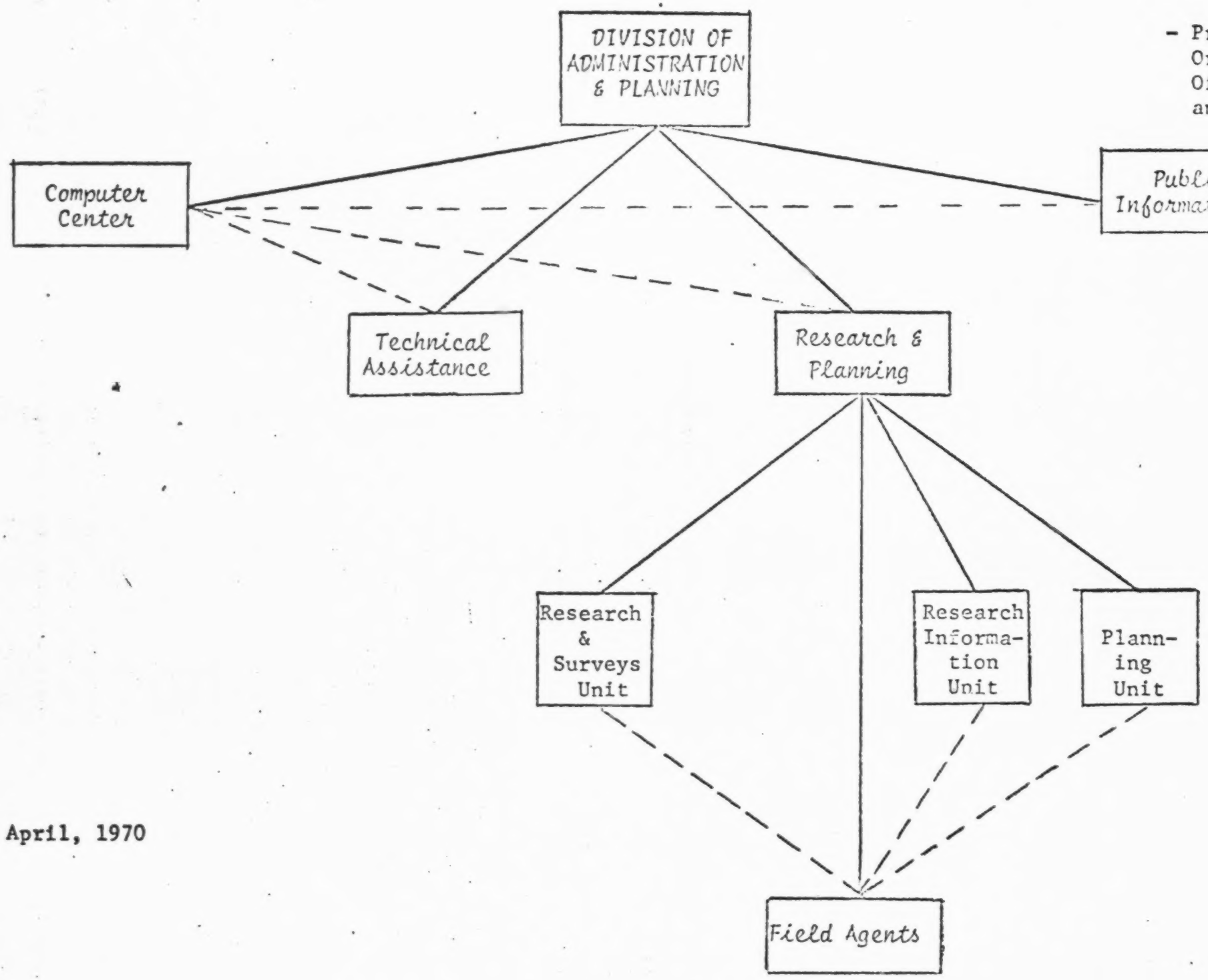
- Design for Developing Planning Programming and Evaluating Capabilities



Key:

Other Funds
402 Funds
Information Project
Activity revised, expanded, and updated
Activity terminated
Activity continuation

Appendix B.

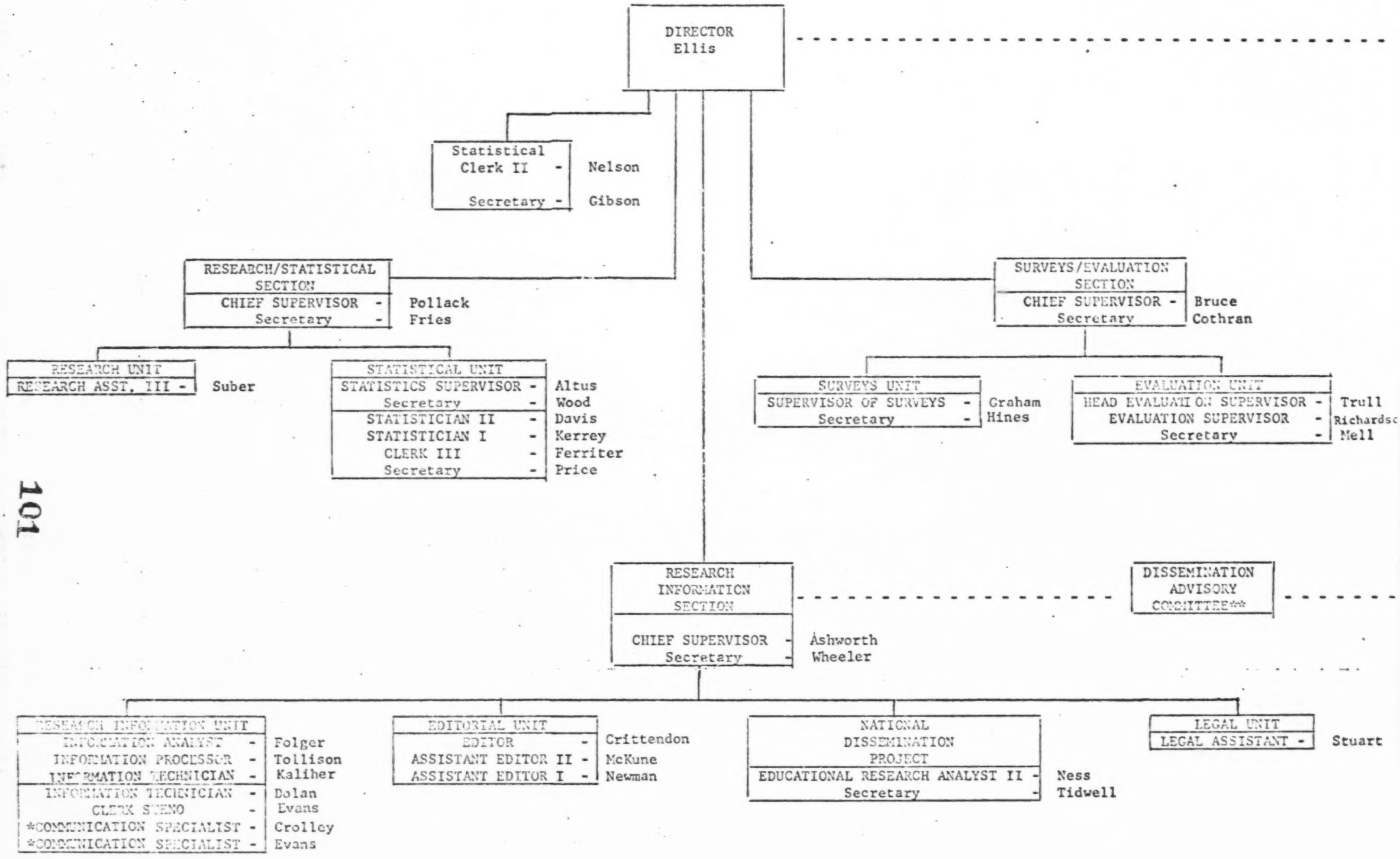


- Proposed Organization of Office of Research and Planning

April, 1970

Appendix C.

ORGANIZATIONAL STRUCTURE OF OFFICE OF RESEARCH
August 31, 1971

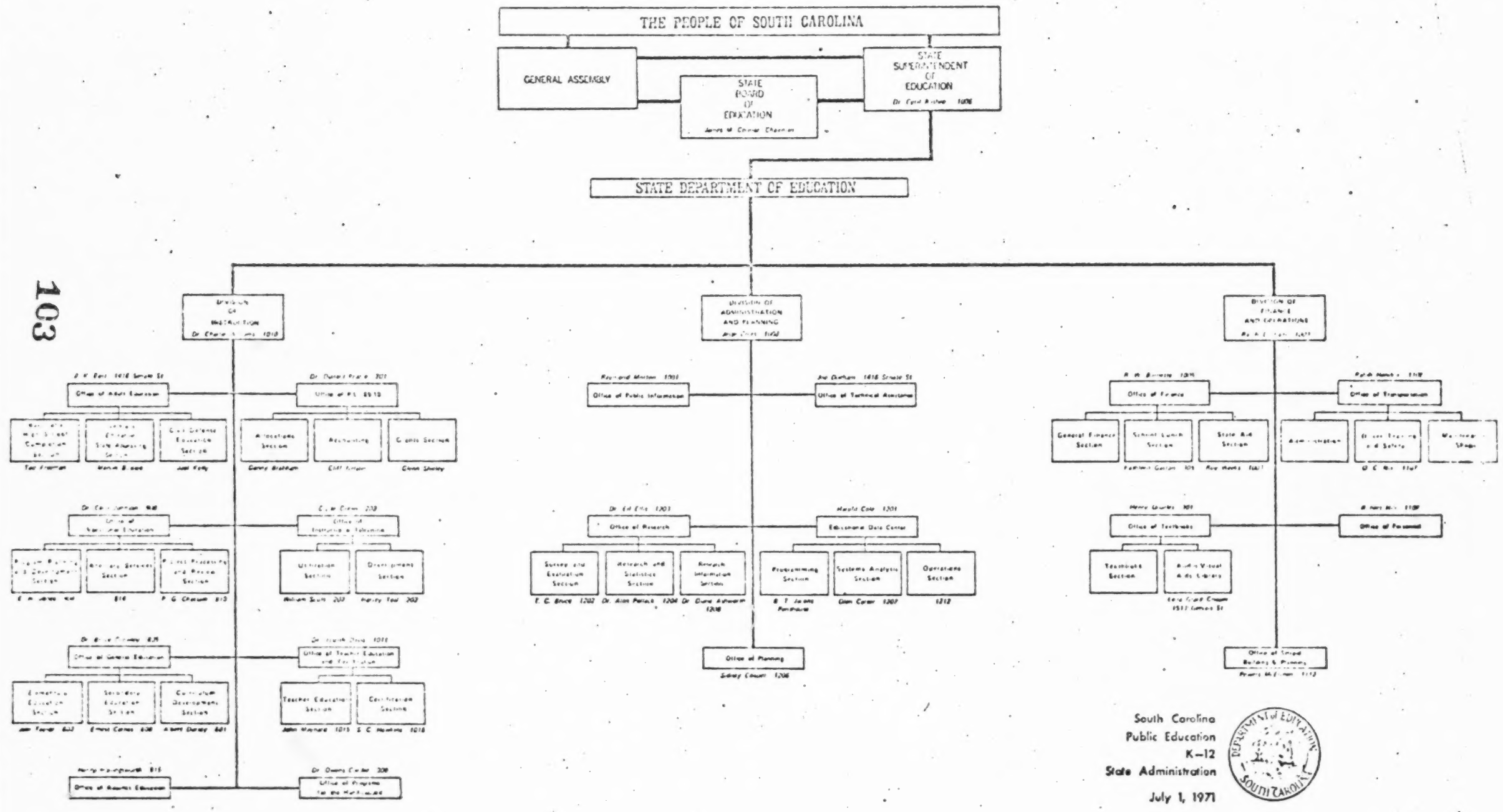


*Assigned to Demonstration Districts

**Advisory Committee Membership:
Director of Research, Director of General Education, Director of Vocational Education

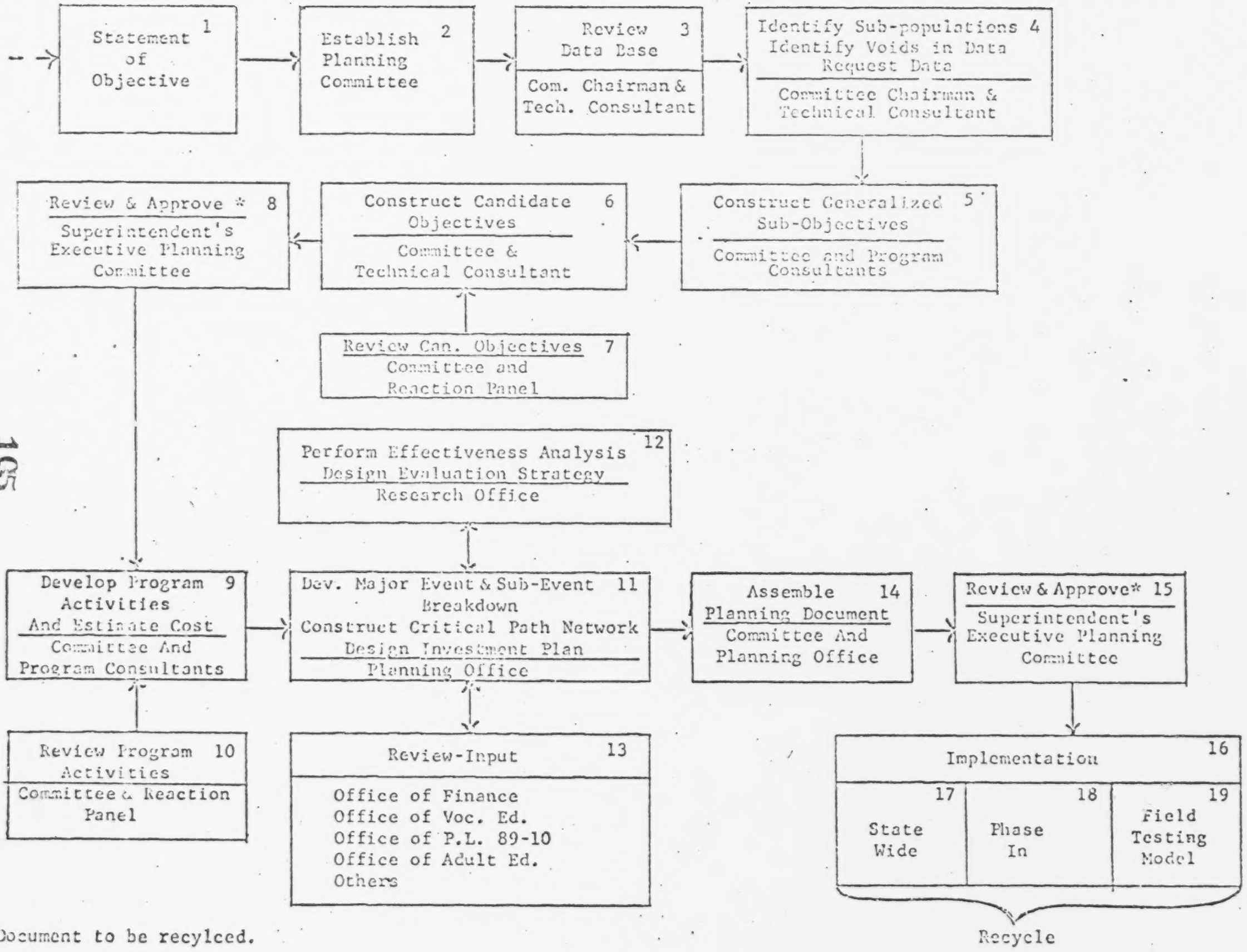
TEMPORARY:
Crolley
Lide
Bush
Craig

Appendix D.



South Carolina
Public Education
K–12
State Administration
July 1, 1971

Appendix E.



*Document to be recylced.

Appendix F.

1975 Objectives for South Carolina Public Schools

DEPARTMENT of EDUCATION SOUTH CAROLINA

INTRODUCTION

During the past century professional educators, lay boards, and interested citizens have striven to express the principles and goals of public education. Their labors have resulted in eloquent expressions of man's highest hopes for himself and posterity. These same hopes undergird and motivate our efforts in education today. The South Carolina State Board of Education, fully supporting these basic principles, has chosen to state its priority educational objectives in the form of specific statewide thrusts to be accomplished by 1975. Perhaps basic to this decision is the realization that the role of a statewide board is different from that of the local boards throughout our state. It is the responsibility of the State Board of Education to focus on the critical needs of our total system of education.

DR. BUSBEE

"Today we have better knowledge of the needs in our public education enterprise, greater determination to face our problems squarely, and more resources for meeting those needs...These objectives are attainable, I believe the program is educationally sound, operationally feasible, and economically practical."

–Dr. Cyril B. Busbee
State Superintendent of Education

"The Board believes that the continuous upgrading of education requires careful planning, prudent use of the State's financial resources and continuous leadership in means of improvement. The Board, therefore, believes that there should be a five-year plan for educational improvement... This five-year plan should be updated each year...and it should constitute the Board's primary means of communicating its programs and financial costs to the public and the Legislature."

–Philosophy, State Board of Education
James M. Connor, Chairman

MR. CONNOR

Objectives for South Carolina Public Schools

Adopted by the State Board of Education on May 8, 1970

Reduce Dropouts 50%

Need: Currently a number equal to one half of the students in the first grade graduate from high school twelve years later. Of the remaining youth, many are dropouts who are ill equipped for individual fulfillment in our modern society.

Objective: To reduce the number of dropouts by at least 50 percent by 1975.

Reduce First Grade Failures

Need: In 1968-69, 9,215 children were retained in the first grade. This number represents approximately 15% of the total in grade one and is substantially above the national average. The high failure rate in the first grade is viewed as one of the major contributing factors to South Carolina's high dropout rate in later grades. A kindergarten program and instructional improvements in the primary grades are basic to improving this condition.

Objective: To reduce the number of students repeating the first grade from the present 15% to a maximum of 5% by 1975.

Statewide Kindergarten System

Need: To prepare all children for success in the system of education. The high failure rate in grade one and the dropout problem in later grades can most often be traced to a lack of readiness on the part of the child to enter school. Repeatedly, educational research has indicated the positive effects of providing readiness experiences for children prior to entering grade one.

Objective: To establish a statewide program of public kindergartens available to all 5-year-old children by 1975.

Improve Instruction in Basic Skills

Need: In a recent testing on a representative sample of students in South Carolina, 19 to 27 percent more than normally expected scored below the approximate national 50th percentile in critical educational areas. It is apparent that a major contributing factor to these low scores is the inability of the students to use basic verbal and quantitative skills.

Objective: To measurably improve the basic verbal and quantitative skills of the inschool students by 1975.

Occupational Training Available for All High School Students

Need: In 1969 a total of 83.45% of the first grade enrollment of the year 1958 did not enter college. Of this group approximately 35,000 are considered dropouts and an additional 23,000 graduated but did not pursue a college education. While South Carolina has made significant progress in providing vocational education in recent years, many of our students still do not have the opportunity to pursue a meaningful inschool program of occupational training.

Objective: To provide an adequate occupational training program for 100% of the secondary school students who choose it by 1975.

Increase Post-High School Enrollments

Need: Of the 36,427 high school graduates in 1968-69, 11,691 or 33% entered college in the fall of 1969. It is obvious that individual development and the future growth and industrialization of South Carolina depends to a large measure on the number of students who are able to have the opportunity to obtain post high school education.

Objective: To increase the number of high school graduates entering post high school training to at least 50% by 1975.

Comprehensive Program for the Handicapped

Need: With the continued advancement and industrialization of the State, the educational system must provide an effective program for children with various handicapping conditions. The combined disadvantage of a handicapping condition and an educational program in which one cannot participate effectively relegates these youth to a role of limited participation in the society. The educational system, therefore, must provide an effective program for all youth with handicapping conditions.

Objective: To develop an adequate educational program for youth with physical, mental or emotional handicapping conditions by 1975.

Double Adult Education Enrollment

Need: To provide an effective program for improving the educational status of undereducated adults in our population. The 1960 census identified 791,173 South Carolina adults with less than a twelfth grade education of which 493,083 had less than an eighth grade education. (While the 1970 census is imminent, these are the most current data on the educational level of adults).

Objective: To increase the total adult enrollment in Basic and High School programs from the present 40,000 to at least 80,000 by 1975.

Adequate Qualified Professional Personnel

Need: The ultimate success or failure of a system of education depends to a high degree on the quality and quantity of the many diverse professional and para-professional personnel who comprise its staff. Many factors, including pre-service and in-service training, supervision, compensation, and working conditions, affect recruitment and retention of qualified personnel. The annual fourteen percent turnover rate among teachers and the below average salary schedule are but two among many examples of the problems in this area.

Objective: To promote programs to provide adequate and qualified professional and para-professional personnel to staff the state's educational system.

Planning and Evaluation

Need: For any educational system to remain viable and responsive to the needs of its students, it must provide for its own renewal. This demands continuous evaluation and a methodology to convert the identified needs into productive programs. An annual assessment of educational needs supported by a comprehensive educational information system is a vital step toward planning for educational improvement.

Objective: To develop and maintain a system of continuous evaluation and upgrading of education.

Defined Minimum Program in Each District

Need: The primary responsibility of the State Board of Education is to insure a system of public education which provides adequate educational opportunities to every student regardless of his economic status, race, sex, or geographic location. To fulfill this responsibility the following three criteria must be met:

a) The minimum acceptable educational program must be defined.

b) Adequate human and financial resources to insure at least the minimum level must be obtained.

c) Every school district must provide at least the minimum program.

Objective: To insure the implementation of at least a defined minimum educational program in each local school district by 1975.

Appendix G.

ANALYSIS
OF THE
"INFORMATION FOLLOW-UP SHEET"
FOR THE
RESEARCH INFORMATION UNIT

NOTE: At the end of each paragraph there is a notation in parenthesis as to which question was discussed. As there were two surveys sent out, question numbers were not the same on all questions. The School District and Department of Education requesters received one form and question numbers from this form all notated "SDDE." The Target Areas of Charleston and Rock Hill received another form of the survey and question numbers for this form are notated "RHCH."

The total of three hundred (300) follow-up sheets were sent out and 66% were returned. The Communication Specialists were the major people for telling people about RIU in Rock Hill and Charleston. District Representatives from other districts were the next numerous sources of information on the RIU in the Target Areas. The personnel of the State Department of Education mainly learned about the Unit from other department personnel, although six Department of Education requesters first heard about the Unit through district representatives. District representatives informed the largest group of responding school district personnel, but Department personnel came in a close second. Of the miscellaneous requesters responding to the Follow-up Sheet, two learned of the service through the Department of Education, and one each from a teacher and principal. (QUESTION 1, RHCH, SDDE)

In the Target Areas, the Communication Specialist assisted requesters in numerous ways. The Communication Specialists provided information in answer to requests in sixty-four (64) cases and explained the service to sixty (60) requesters. The next most useful services performed by the Communication Specialists were to explain the package of information to the requester (36) and to meet personnally with the requester to provide aid (31). In all but two cases, the Communication Specialists were deemed helpful by the requester. (QUESTION 2 CHRH)

For nearly 82% of the requesters, the RIU sent their information to them on or before the date the information was needed, while less than 2% of the requesters received the material too late to be of use to them. (QUESTION 10 SDDE - 4 RHCH)

About 90% of the Department of Education requesters felt that the package of material returned to them was clearly presented. There was only one requester who said that the package was unclear. Almost 80% of the School District requesters clearly understood the package contents. (QUESTION 2 SDDE)

A vast majority of requesters felt that the material sent them related to the question they had in mind and 64% said that 80% or more of the material pertained to their question. A minority (5.5%) felt the material only slightly pertained to what they wanted.(QUESTION 4 SDDE - 5 RHCH)

Fifty-eight percent (58%) of the 177 respondents were able to use the information supplied them plus other materials they located to find an answer to their question. Twenty-three (23%) percent said that the material sent them was right on target. Less than 4% were not pleased in anyway with the information sent them. (QUESTION 6 SDDE - 7 RHCH)

Information provided by the Unit was used in a variety of ways, and many packets had more than one use. Seventy-four (74) packets were used to upgrade the professional knowledge of the receipient, while sixty (60) packets paved the way for changes in teaching techniques and in-service programs (30 each). Administrators used 15 packets to aid in making policy changes and information packets helped to develop 17 federal projects. Only 7 packets were not used at all. (QUESTION 9 SDE & CHRH)

All but two respondents to the questionnaire said they would use the service again. (QUESTION 8 SDDE & CHRH)

SCHOOL DISTRICTS TOTAL

RESEARCH INFORMATION UNIT

Information Request Follow-Up

Request Number _____ Date _____

Description of Information Requested:

1. How did you learn that you could receive educational information from the Research Information Unit?

   (24) District Representative for Research Information Unit
   (9) District staff personnel - position _____
   (1) Principal
   (0) Teacher
   (1) Rock Hill or Charleston Communication Specialist
   (20) South Carolina Department of Education personnel - position _____
   (2) College classes
   (2) Other (please specify) _____
   _____

2. What was your general impression of the package of material which was returned to you?

   (42) Package contents were clearly presented.
   (8) Package was clearly understood; however, I did have a few questions.
   (1) Package was understandable; I have several questions I needed to have answered.
   (2) Package was somewhat unclearly presented; I did not understand that additional information (i.e., journal articles, ERIC microfiche) was available to me.
   (0) Package was very unclear; I had many questions. I was unable to order journal articles or microfiche because of the way it was packaged.

3. Did the instructional sheets adequately explain that you could receive full documents of the materials which were only listed in summary form?

   (51) Yes (3) No

4. Did the information relate to the question you had in mind?

   (49) Generally (4) Generally did not

5. The following percentage indicates the portion of the documents in the information package which pertained to my question. (Check one)

   (3) 20% (3) 40% (9) 60% (18) 80% (12) 95%

6. Was the information supplied to you adequate?

(3) Yes. The information was right on target. I did not need to locate any additional information that that provided by the Research Information Unit.

(37) Yes. I was able to use the information I received from the Research Information Unit plus other materials I located to find the answer to my question.

(4) I used some of the information supplied by the Research Information Unit, but most of the materials which answered by question were located through another source.

(2) No. I was not pleased with the amount or type of information I received.

(3) Other (please specify) _____

_____

7. The order blank was sufficiently self-explanatory so that I could order full documents of the material listed in summary form.

(46) Yes (5) No

8. Would you use this service again? (50) Yes (2) No

9. How did you use the information? (Give specifics)

(9) Changed teaching techniques _____

_____

(11) Changed administrative policies _____

_____

(8) Assisted in the writing of a federal project _____

_____

(10) Designed in-service training programs _____

_____

(32) Up-graded professional knowledge _____

_____

(2) Didn't use at all _____

_____

(13) Other (please specify) _____

_____

10. Was the material returned to you in a reasonable time?

(16) Information returned before the date it was needed
(26) Information returned by the date it was needed
(7) Information returned after the date it was needed, but still could be used.
(0) Information returned too late to use

11. How can the Research Information Unit serve you better?

DEPARTMENT OF EDUCATION TOTAL

RESEARCH INFORMATION UNIT

Information Request Follow-Up

Request Number _____ Date _____

Description of Information Requested:

1. How did you learn that you could receive educational information from the Research Information Unit?

   (6) District Representative for Research Information Unit
   (2) District staff personnel - position _____
   (0) Principal
   (0) Teacher
   (0) Rock Hill or Charleston Communication Specialist
   (26) South Carolina Department of Education personnel - position _____
   (0) College classes
   (13) Other (please specify) _____

   _____

2. What was your general impression of the package of material which was returned to you?

   (40) Package contents were clearly presented.
   (2) Package was clearly understood; however, I did have a few questions.
   (2) Package was understandable; I have several questions I needed to have answered.
   (1) Package was somewhat unclearly presented; I did not understand that additional information (i.e., journal articles, ERIC microfiche) was available to me.
   (0) Package was very unclear; I had many questions. I was unable to order journal articles or microfiche because of the way it was packaged.

3. Did the instructional sheets adequately explain that you could receive full documents of the materials which were only listed in summary form?

   (44) Yes (0) No

4. Did the information relate to the question you had in mind?

   (46) Generally did (1) Generally did not

5. The following percentage indicates the portion of the documents in the information package which pertained to my question. (Check one)

   (2) 20% (0) 40% (7) 60% (23) 80% (13) 95%

6. Was the information supplied to you adequate?

(14) Yes. The information was right on target. I did not need to locate any additional information that that provided by the Research Information Unit.

(24) Yes. I was able to use the information I received from the Research Information Unit plus other materials I located to find the answer to my question.

(7) I used some of the information supplied by the Research Information Unit, but most of the materials which answered my question were located through another service.

(1) No. I was not pleased with the amount or type of information I received.

(2) Other (please specify) _____

_____

7. The order blank was sufficiently self-explanatory so that I could order full documents of the material listed in summary form.

(37) Yes (1) No

8. Would you use this service again? (43) Yes (0) No

9. How did you use the information? (Give specifics)

(1) Changed teaching techniques _____

_____

(0) Changed administrative policies _____

_____

(4) Assisted in the writing of a federal project _____

_____

(10) Designed in-service training programs _____

_____

(17) Up-graded professional knowledge _____

_____

(1) Didn't use at all _____

_____

(22) Other (please specify) _____

_____

10. Was the material returned to you in a reasonable time?

(16) Information returned before the date it was needed
(23) Information returned by the date it was needed
(5) Information returned after the date it was needed, but still could be used.
(2) Information returned too late to use

11. How can the Research Information Unit serve you better?

CHARLESTON TOTAL

RESEARCH INFORMATION UNIT

Information Request Follow-Up

Request Number _____ Date _____

Description of Information Requested:

1. How did you learn that you could receive educational information from the Research Information Unit?

(23) Communication Specialist
(4) Principal
(1) Teacher
(3) District staff personnel - position _____
(1) South Carolina Department of Education personnel - position _____
(5) District Representative for Research Information Unit
(0) College class
(1) Other (please specify) _____

2. The Communication Specialist assisted me in the following ways: (can check more than one)

(27) Explained the service to me
(31) Provided information in answer to my request
(10) Visited my school to provide assistance
(18) Met with me in my office to provide assistance
(3) Helped to identify my educational problems
(14) Explained how to use the package of information I received
(7) Loaned me a microfiche reader
(6) Told me where I could find a microfiche reader
(6) Secured microfiche or journal articles for me
(6) Assisted me to use the information in current programs
(2) Assisted me to use the information in altering or developing a new program
(3) Contacted consultants or district personnel for me
(4) Helped to develop approaches and plans in problem-solving and innovations
(1) Other (please specify) _____

3. In general, was the Communication Specialist helpful?

(34) Yes (1) No

4. Was the information returned to you in a reasonable time?

(14) Information returned before the date it was needed
(11) Information returned by the date it was needed
(6) Information returned after the date it wasneeded but still could be used
(1) Information returned too late to use

5. Did the information relate to the question you had in mind?

(31) Generally did (4) Generally did not

6. The following percentage indicates the portion of the documents in the information package which pertains to my question. (check one)

(3) 20% (5) 40% (6) 60% (12) 80% (7) 95%

7. Was the information supplied to you adequate?

(4) Yes. The information was right on target. I did not need to locate any additional information than that provided by the Research Information Unit.
(17) Yes. I was able to use the information I received from the Research Information Unit plus other materials I located to find the answer to my question.
(9) I used some of the information supplied by the Research Information Unit, but most of the materials which answered my question were located through another source.
(3) No. I was not pleased with the amount or type of information I received.
(2) Other (please specify) _____

_____

8. Would you use this service again? (31) Yes (0) No

9. How did you use the information? (Give specifics)

(3) Changed teaching techniques _____

_____

(3) Changed administrative policies _____

_____

(2) Assisted in the writing of a federal project _____

_____

(6) Designed in-service training program _____

_____

(19) Up-graded professional knowledge _____

_____

(3) Didn't use at all _____

_____

(12) Other (please specify) _____

_____

10. How can the Research Information Unit serve you better?

ROCK HILL TOTAL

RESEARCH INFORMATION UNIT

Information Request Follow-Up

Request Number _____ Date _____

Description of Information Requested:

1. How did you learn that you could receive educational information from the Research Information Unit?

(31) Communication Specialist
(3) Principal
(0) Teacher
(3) District staff personnel - position _____
(0) South Carolina Department of Education personnel - position _____
(7) District Representative for Research Information Unit
(1) College class
(0) Other (please specify) _____

2. The Communication Specialist assisted me in the following ways: (can check more than one)

(33) Explained the service to me
(35) Provided information in answer to my request
(19) Visited my school to provide assistance
(13) Met with me in my office to provide assistance
(4) Helped to identify my educational problems
(22) Explained how to use the package of information I received
(12) Loaned me a microfiche reader
(6) Told me where I could find a microfiche reader
(18) Secured microfiche or journal articles for me
(2) Assisted me to use the information in current programs
(5) Assisted me to use the information in altering or developing a new program
(5) Contacted consultants or district personnel for me
(3) Helped to develop approaches and plans in problem-solving and innovations
(5) Other (please specify) _____

3. In general, was the Communication Specialist helpful?

(35) Yes (1) No

4. Was the information returned to you in a reasonable time?

(15) Information returned before the date it was needed
(16) Information returned by the date it was needed
(4) Information returned after the date it wasneeded but still could be used
(0) Information returned too late to use

5. Did the information relate to the question you had in mind?

(37) Generally did (0) Generally did not

6. The following percentage indicates the portion of the documents in the information package which pertains to my question. (check one)

(1) 20% (5) 40% (9) 60% (8) 80% (13) 95%

7. Was the information supplied to you adequate?

(6) Yes. The information was right on target. I did not need to locate any additional information than that provided by the Research Information Unit.
(25) Yes. I was able to use the information I received from the Research Information Unit plus other materials I located to find the answer to my question.
(4) I used some of the information supplied by the Research Information Unit, but most of the materials which answered my question were located through another source.
(1) No. I was not pleased with the amount or type of information I received.
(4) Other (please specify) _____

_____

8. Would you use this service again? (34) Yes (0) No

9. How did you use the information? (Give specifics)

(14) Changed teaching techniques _____

_____

(1) Changed administrative policies _____

_____

(3) Assisted in the writing of a federal project _____

_____

(4) Designed in-service training program _____

_____

(16) Up-graded professional knowledge _____

_____

(1) Didn't use at all _____

_____

(14) Other (please specify) _____

_____

10. How can the Research Information Unit serve you better?

Appendix H.

ORIGIN OF
RESEARCH REQUESTS PROCESSED BY THE
RESEARCH INFORMATION UNIT
STATE DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA

December, 1971

ORIGIN OF REQUESTS	NUMBER OF REQUESTS																		TOTAL
	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	
STATE DEPARTMENT OF EDUCATION PERSONNEL																			
State Superintendent		2							1									0	3
Deputy Superintendent			1	1										1					3
Director			2	2				1	3	3	1	5	2	1	1	1	1	1	24
Chief Supervisor	1	4	6	1	2	4	3	4			3	5	6		2	7	2		50
Supervisor	7			3	1	4	2		3	1	2	1		1	3	2		1	31
Consultant			1	4	4			3	1	1	4	4	4	18	3	4	6	3	60
Other		2		1	1	4	20	20	1	1	1	3	7		1	3	2	1	68
Division Totals																			
Superintendent		2							1										3
Deputy Superintendent			1	1										1					3
Division of Instruction																			
Office of Adult Education						4						4			2				10
Office of General Education	8	1	5	9	6	6	3	6	4	1	7	6	6	14	1	11	6	4	104
Office of Instructional Tdevition					1														1
Office of P. L. 89-10									1	1						2		1	5
Office of Teacher Ed. & Cert.				1													1		2
Office of Adjunct Education		1							1										2
Office of Vocational Education					1		2			1	1	1	2		1				9
Office of Programs for the Handicapped																			6

	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
Division of Administration & Planning																			
Office of Research		4	3	1		2		3	2	2	2	4	7	2	4	4	4	1	45
Educational Data Center																			
Office of Public Information										1		1							2
Office of Technical Assistance												2	1						3
Office of Planning							20	19			1		3						43
Division of Finance and Operations																			
Office of Finance																			
Office of Personnel																			
Office of School Planning & Bldg.			1																1
Office of Textbooks and AV																			
Office of Transportation																			
TOTAL STATE	8	8	10	12	8	12	25	28	9	6	11	18	19	21	10	17	11	6	239
DISTRICT PERSONNEL																			
District Superintendent					1	1	2	1	1	1	7		2	1	1	3	2		23
Assistant Superintendent					2	4	8	5	3	1	4	3	4	1	1	3	3	1	43
Curriculum Personnel				1		2	3	5	5	11	7	13	3	1	19	7	11	1	89
Pupil Personnel Specialists					1	4	2	1	5	3	1	2			4	13	1	1	38
Other Staff Personnel				1	3	4	7	8	13	15	7	12	7	7	8	15	8	14	129
TOTAL DISTRICT				2	7	15	22	20	27	31	26	30	16	10	33	41	25	17	322

	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
SCHOOL PERSONNEL																			
Principal				1	2	8	15	4	12	4	13	15	2	1	29	8	8	4	126
Assistant Principal						1		2	1		5	7		3		1	28	3	51
Teacher			1			4	31	25	22	4	9	12	19	6	45	23	23	7	231
Counselor								3	5		3	10	2		2		5	1	30 31
Librarian							1			1		2			4	1	1		10
Other							2							1			2	3	8
TOTAL SCHOOL			1	1	2	13	49	34	40	9	30	46	23	11	80	33	67	18	457
COMMUNICATION SPECIALISTS																			
Rock Hill						1	1	3	1	22	4	2	1	1		1			37
Charleston					1	1	1	1	2							1			7
TOTAL COMMUNICATION SPECIALISTS					1	2	2	4	3	22	4	2	1	1		2			44
OTHER																			
Board of Education					1				1			1		1		2	2		8
Vocational Education Centers					1		1	1						1			1		5
Colleges and Universities							2	2	1	1			2	2	5	6	3	2	26
Students				1							3						1		5
Community									1			2					2		5
Government																			
Miscellaneous						1	1		1			1	1	3			8		16
TOTAL OTHER				1	2	1	4	3	4	1	3	4	3	7	5	8	17	2	65
TOTAL FOR MONTH	8	8	11	16	20	43	102	89	83	68	74	100	62	50	128	101	120	43	1127

	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
CHARLESTON																			
DISTRICT PERSONNEL																			
District Superintendent							2									1	1		4
Assistant Superintendent						3					3	2	3						11
Curriculum Personnel						1		5	5	4	1	6			17	3			42
Pupil Personnel Specialist						3		1	1	1		1			2	2			11
Other Staff Personnel						1	2	7	5	1	2	8	3	3	1	2	2	1	38
TOTAL DISTRICT						8	4	13	11	6	6	17	6	3	23	8	3	1	106
SCHOOL PERSONNEL																			
Principal						2	1	1	8	2	12	14	2		29	1	2	3	77
Assistant Principal									2		5	8		2			28	4	49
Teacher							1	3	17			4	13	4	23	3	13		81
Counselor								3	3		3	9			1		5	1	25
Librarian															4	1			5
Other														1			2	3	6
TOTAL SCHOOL						2	2	7	30	2	20	35	15	7	57	5	50	11	243
OTHER																			
Board of Education																			
Vocational Education Centers													2			5			7
Colleges and Universities																			
Students									1										1
Community																			
Government												1					1		2
Miscellaneous																			
TOTAL OTHER									1			1	2			5	1		10
COMMUNICATION SPECIALIST'S PERSONAL REQUEST						1	1	1	1	1						1			6
TOTAL FOR MONTH						1	11	7	21	43	8	26	53	23	10	77	19	54	12	365
TOTAL FROM TARGET DISTRICTS						4	20	46	44	51	39	41	67	34	16	107	42	63	22	597

ROCK HILL	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
DISTRICT PERSONNEL																			
District Superintendent					1	1				1			1		1				5
Assistant Superintendent					1		6		2	1		1	1		1		2		15
Curriculum Personnel											1	2							3
Pupil Personnel Specialist										2		1				1			4
Other Staff Personnel						1	2			1	2	1	2		4	1		2	16
TOTAL DISTRICT					2	2	8		2	5	3	5	4		6	2	2	2	43
SCHOOL PERSONNEL																			
Principal					1	6		1		1	1			1		2	1		14
Assistant Principal									4					1					5
Teacher							27	17		2	7	5	4		19	15	6	3	105
Counselor							1						2					3	6
Librarian							2										1		3
Other										1									1
TOTAL SCHOOL					1	6	30	18	4	4	8	5	6	2	19	17	8	6	134
OTHER																			
Board of Education									1			1		1		2			5
State Dept. of Education																			
College and Trade Schools								2						1	5	1		2	11
Students																			
Community												1							1
Government																			
Miscellaneous														1					1
TOTAL OTHER								2	1			2		3	5	3		2	18
CLASSIFICATION SPECIALIST'S PERSONAL REQUEST						1	1	3	1	22	4	2	1	1		1			37
TOTAL FOR MONTH					3	9	39	23	8	31	15	14	11	6	30	23	10	10	232

SUMMATION SHEET

TOTAL REQUESTS		
State Department of Education	6	239
School Districts	15	262
Rock Hill - Target District	10	232
Charleston - Target District	12	365
Miscellaneous	0	29
Total	43	1127

	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
Total Number of Requests	8	8	11	16	20	43	102	89	83	69	74	100	62	50	128	101	120	43	1127
Completed	1	7	7	11	17	34	31	107	101	74	100	80	67	73	77	57	145	119	1108
In Process	7	8	12	17	17	20	57	47	51	50	23	29	27	22	43	112	82	18	18
Pending				3	3	9	45	35	13	9	10	24	21	3	33	8	13	1	1

Appendix I.

MONTHLY TALLY OF REQUESTS BY TOPIC

December, 1971

		This Month	To Date	Total
I.	INSTRUCTIONAL LEVELS			
	Preschool - Kindergarten	1	33	34
	Elementary School		11	11
	Middle and Junior High School	1	11	12
	Secondary Schools		4	4
	Higher Education		12	12
	Adult Education		17	17
	Total	2	88	90
II.	CURRICULUM			
	Curriculum - General		15	15
	Art		12	12
	Basic Skills		5	5
	Conservation		8	8
	Driver and Safety Education		1	1
	Electives		1	1
	Exceptional Children	3	46	49
	Foreign Languages		9	9
	Health Education		2	2
	History		15	15
	Home Economics		1	1
	Humanities		2	2
	Language Arts		53	53
	Mathematics		52	52
	Music	1	25	26
	Office Occupations		11	11
	Physical Education		7	7
	Reading	1	62	63
	Science	2	20	22
	Social Studies		21	21
	Vocational Education		35	35
	Total	7	403	410

		This Month	To Date	Total
III.	TEACHING TECHNIQUES			
	Audio Visual		7	7
	Classroom Organization		10	10
	Disadvantaged		25	25
	Discipline		20	20
	Graded/Nongraded		2	2
	Grouping		16	16
	Guidance	1	40	41
	Home Instruction/Visitation		3	3
	Homework		2	2
	Individualized Instruction	2	19	21
	Instructional Materials	1	5	6
	Instructional Media Centers		12	12
	Library		7	7
	Paraprofessionals	1	17	18
	Quality Education	1	9	10
	Slow Learners		9	9
	Teaching Methods - General	1	26	27
	Team Teaching	1	14	15
	Textbooks		7	7
	Total	8	250	258
IV.	STUDENT RELATED QUESTIONS			
	Dropouts	5	17	22
	Drug Abuse		8	8
	Learning Disabilities		6	6
	Mental Ability		4	4
	Student Activism		1	1
	Student Background		4	4
	Student Evaluation	2	17	19
	Student Promotion/Failure		10	10
	Student Questionnaires	1	3	4
	Unwed Mothers		2	2
	Total	8	72	80

		This Month	To Date	Total
V.	ADMINISTRATION			
	Accreditation		9	9
	Administration		6	6
	Administrative Policy		5	5
	Building Policy		1	1
	Grievance		3	3
	Professional Personnel	4	42	46
	Racial Questions	3	19	22
	Record Keeping		4	4
	School Board	1	7	8
	School Buildings/Property		4	4
	School Buses		4	4
	School District		1	1
	School Finance		6	6
	School Health	2	7	9
	School Management		1	1
	School Organization		5	5
	School Planning		2	2
	School Policy		2	2
	School Scheduling, Day		13	13
	School Scheduling, Year	1	14	15
	Teacher Education	1	29	30
	Teacher Evaluation	1	7	8
	Total	13	191	204

		This Month	To Date	Total
VI.	MISCELLANEOUS			
	Miscellaneous from other months not listed below		63	63
	Volunteers	1	1	2
	Questionnaire Design	1		1
	Evaluation	1	1	2
	PREP Packet	1	15	16
	School Newspapers	1		1
	Total	5	80	85

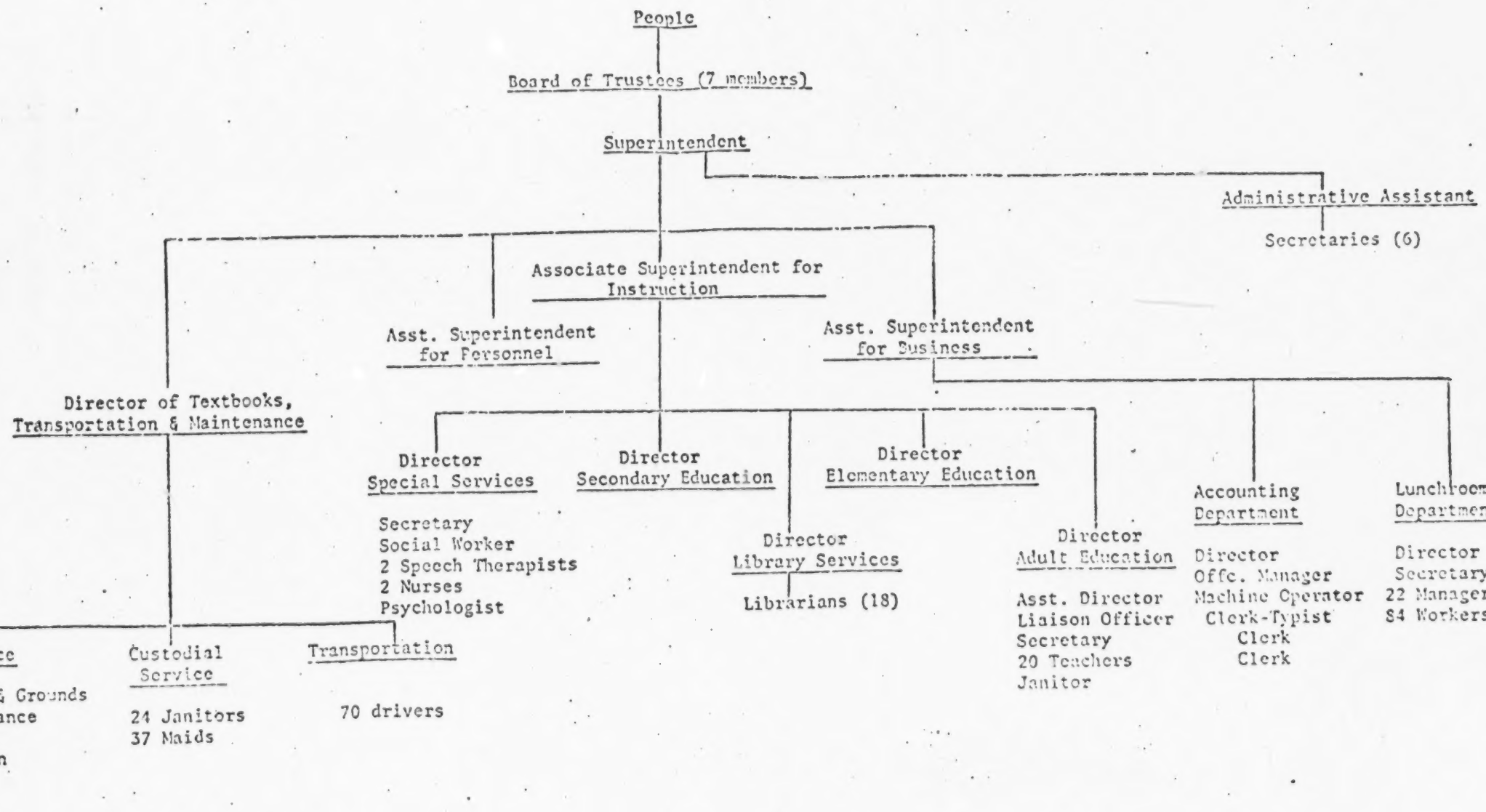
SUMMARY

1.	INSTRUCTIONAL LEVELS	2	88	90
II.	CURRICULUM	7	403	410
III.	TEACHING TECHNIQUES	8	250	258
IV.	STUDENT RELATED QUESTIONS	8	72	80
V.	ADMINISTRATION	13	191	204
VI.	MISCELLANEOUS	5	80	85
	Total	43	1084	1127

Appendix J.

ROCK HILL SCHOOL DISTRICT NUMBER THREE

Organizational Chart



APPENDIX K

are provided for students with the following disabilities: orthopedic handicaps, moderate retardation, mild retardation, and learning disabilities/ emotional disturbance. Itinerant services are provided to students with: speech handicaps, psychological needs, health problems, and social needs.

ADULT EDUCATION:

The Adult Education Program is designed to identify and meet the needs of adults of various educational levels. Within the framework of operation are three major programs: The Basic Adult Education Program for students who wish to learn or to improve basic communication and computational skills; the State High School Equivalency Program for adults who wish to progress at their own speed on their own time in a learning laboratory to complete the necessary requirements for a state approved diploma; and the State High School Diploma Program for students who wish to earn eighteen units in required and elective courses of study, according to requirements set forth by the South Carolina State Department of Education. In addition to the credit course offerings, enough flexibility is maintained for interested students to enroll in any desired course for enrichment purposes. Classes meet two nights a week, three hours per night.

ACCREDITATION:

All elementary schools and junior high schools are accredited by the South Carolina State Department of Education. The high school is accredited by the South Carolina State Department of Education and the Southern Association of Schools and Colleges.

VOCATIONAL EDUCATION

The Rock Hill School District is in the process of developing a secondary level vocational training center. This educational division will offer prevocational studies as a preface to practical vocational training for the high school student.

BUILDING PROGRAM

The new Rock Hill Education Park, located on a two hundred acre site on Highway 5 northwest of Rock Hill, is now under construction. Plans include a high school of 1,600, a junior high school of 1,200, and an elementary school of 600. Just completed in the district were forty-two classrooms, a new library and a new lunchroom at Castle Heights Junior High School. Plans for a new gymnasium at Castle Heights have already been drawn.

SALARY SCHEDULE:

	Minimum	Maximum
B.A. or B.S.	6331.00	7815.00
B.A. (plus 18 hrs.)	6556.00	8040.00
M.A.	7134.00	8842.00
M.A. (plus 30 hrs.)	7334.00	9042.00
PhD.	7697.00	10,147.00

PERSONNEL 1970-71

Total Professional Employees	552
Certificated (Teachers)	507
Classified (Other Personnel)	200
Employees with B.A. or B.S. degree	291
Employees with 18 semester hours above B.S. or B.A. degree	141
Employees with Master's degrees	120

ENROLLMENT

Projected Enrollment for 1970-71	13,000

CLASSROOMS

Permanent	464
Portable	22

SCHOOLS 1970-71

Elementary	13
Junior High	2
Senior High	1
Special Education	1
TOTAL	17

GRADUATES

1969 - 70

In addition to the 50% who entered college, four entered nurses' training, two entered business school, and sixty-four entered York County Technical Education Center.

Profiles:

ROCK HILL SCHOOL DISTRICT NUMBER THREE

BOARD OF TRUSTEES

Dr. Frank W. Kiser ..... Chairman
Mrs. Bess D. Barron Vice-Chairman
Mr. Edwin L. Barnes ... Treasurer
Mr. Wesley W. Boone, Jr.
Mrs. Martha S. Burwell
Mr. Charles L. Cauthen
Mr. C. Edgar Williams, Jr.

Mr. R. Jeff Savage ... Superintendent
Mr. Belton R. Taylor ... Assoc. Supt.
522 East Main Street
Rock Hill, South Carolina

HISTORY

Rock Hill's first public graded school was established in September, 1888. A Board of Trustees elected to serve the educational needs of the Rock Hill area, engaged Professor A. R. Banks as the first Superintendent of the public school. The University of South Carolina accepted the Rock Hill Graded School as an accredited institution in 1898.

Rock Hill has progressed from a small community of 273 in 1870 to an all American city of approximately 34,000. The Rock Hill School District Number Three serves an urban and rural population of approximately 50,000. A school board of seven members elected by the people formulate with the superintendent educational policies for the district.

CALENDAR—1970-1971

Registration of New Pupils	August 17, 18, 19
First Day of Inservice	August 21
First Day of Classes for All Pupils	August 24
Last Day of the First Semester	January 14
High School Commencement	May 28
Last Day of School and Report Cards Issued	May 29
HOLIDAYS	
Labor Day	September 7
Thanksgiving Recess	November 26-27
Christmas Recess	Dec. 19-Jan. 3
S. C. Education Association	April 2
Easter Recess	April 9-12

ESTIMATED EXPENDITURES 1970-71

Administration	109,556.00
Instruction	4,416,522.00
Special Services	34,026.00
Transportation	103,483.00
Operation of Plant	374,621.00
Maintenance of Plant	377,474.00
Fixed Charges	31,800.00
Capital Outlay	22,500.00
Food Service	549,985.00
E.S.E.A. Programs	418,400.00
Adult Education	28,000.00
	$6,466,367.00

ESTIMATED INCOME—1970-1971

York County	562,432.00
Rock Hill School District	1,902,222.00
State	3,252,605.00
Federal	459,666.00
	$6,176,925.00
Funds Needed	($ 289,442.00)

1969-1970 Expenditure Per Pupil — $514.82

At the present time the Rock Hill School District is involved in a $6,431,915.60 construction program. This figure is not included in any of the above estimates.

PORTAL SCHOOL

Rosewood Elementary School and Winthrop College are cooperating in the portal school program which is housed at Rosewood Elementary. In its first year of operation, nine GIs (Guidance Instruction Specialist), eight faculty members and one principal, have been freed approximately one hour per day to attend graduate classes. Upon completion of their master's degree, these GIs will, in turn, free other teachers seeking graduate degrees.

RESEARCH INFORMATION UNIT

Rock Hill is one of two school districts in South Carolina to receive the research services of a federally funded pilot program for information dissemination. The research project assists local educators in problem- solving activities. Requests from the local district are received and processed by the Research Information Unit, a division of the Department of Research in the South Carolina State Department of Education. A search for information is made to locate sources of research data pertinent to the solution of the local problem and a list of the available sources of information is sent to the local district. A communication specialist supplied to the district assists the local school district in the retrieval and utilization of the research data.

SPECIAL SERVICES:

The special needs of individual students is the prime consideration of the Special Services Center. Staffed by a director, a social worker, two psychologists, two speech therapists, two nurses, and a secretary, the Special Services Center offers an inclusive program to the disadvantaged youth in the Rock Hill area. Special Education within the Special Services program receives a major emphasis since the needs of the children involved are so evident.

SPECIAL EDUCATION:

Special education provided in the Rock Hill School District is based upon individual needs of children both now and for the future. Classes

Appendix L.

CIJE · ERIC · PREP

Education Index · State Library · Promising Practices

Research Information Unit

In Its Second

Successful Year

Consultants · Regional Labs

RESEARCH INFORMATION UNIT

IN ITS SECOND SUCCESSFUL YEAR OF OPERATION

What is the Research Information Unit?

The Research Information Unit is an information center located at the Rock Hill School District Office. The Unit supplies educational data to you and answers any questions you submit.

Who may use the services of the Research Information Unit?

The services of the RIU are available to any person employed by the Rock Hill School District. Also persons in the Rock Hill area whose work is primarily concerned with the Rock Hill public schools, for instance, educational personnel in the Model Cities program, some members of the Winthrop College faculty, etc, can be approved for services by the RIU.

What services are available from the RIU?

The RIU provides information concerning problems facing local educators. For instance, a first grade teacher may encounter five students in her class who do not have the proper "readiness" concepts necessary for successful first grade work. This teacher contacts the RIU who in turn supplies her with national and Statewide information telling her of programs and practices in use by other first grade teachers dealing with the same problem. The information retrieved for the teacher may include a better method of teaching, a new program, a successful technique or practical suggestions for solving the problem.

Will I be able to use this information or will it be in technical language which is difficult to understand and interpret?

At times, the research data is reported in a technical format. However, most of the information supplied is of a non-technical nature and easily understood and applied. Of all the teachers serviced last year by the RIU, not one expressed any difficulty in utilization of the material. In addition, a Communication Specialist returns the information to you and helps interpret and explain the findings.

What kinds of information are available?

The information returned to you comes in many forms:

1. Journal Articles. *These are from education publications indexed in the Current Index to Journals of Education (CIJE) and the Education Index.*

2. PREP Materials. *These are packets explaining in non-technical language the methods of putting research into practice; for example, how to integrate a successful technique into your classroom.*

3. Microfiche. *This consists of small microforms from the Educational Resources Information Center (ERIC) detailing results of nationwide experimental programs in any educational area.*

4. Consultant Help. *This service provides information obtained from State consultants or actual on-the-spot visits by these consultants to your school.*

5. Promising Practices. *This involves descriptions of successful programs which have been implemented in South Carolina and relate to your educational area.*

Are the topics of information limited?

No, the RIU can furnish information on any phase of education from discipline on school buses to individualizing instruction in the classroom.

How much time is involved in processing a request?

You may expect information to be returned to you within two weeks of the date you submitted your request.

How much does this service cost?

At least until June, 1973, this research service will be free to the user of the information or to the local school district.

Am I committed to use this information after I receive it?

The RIU requests only that you read the information. How you use the information is determined by you alone.

Has this information resulted in any changes in education?

The primary purpose of research data supplied to you is not to effect change but rather to increase awareness of problem areas and seek alternatives for their resolution. Sometimes alternatives to problems include changes such as new programs or improvement of existing ones. Example of new projects initiated thru RIU action are:

1. *The pre-school program,*
2. *The volunteer program,*
3. *Social adjustment classes,*
4. *The Learning Resource Center, and*
5. *Improved discipline on school buses.*

How may I submit a request for information?

You may request answers to your questions by contacting the Communication Specialist, Miss Tammy Crolley, at the Rock Hill School District Office, 328-3814. She will take the request by phone or come to your school and talk with you about the information you are seeking.

Appendix M.

TOPIC: Extended School Year Study Grant

REQUESTER: Mr. B. R. Taylor, Associate Superintendent for Instruction, Rock Hill School District Number Three, Rock Hill, South Carolina

SOURCES RETRIEVED:

1. Position paper on "Extended School Year" by Ellen Tollison and Jane Ness.
2. ERIC Summaries
3. CIJE summaries
4. Journal Articles
5. Special report from the State Education Department in Albany.

FIELD AGENT ACTIVITY:

In June 1970 theAssociate Superintendent of the Rock Hill Schools was notified that four $25,000 planning grants would be available to school districts submitting proposals for feasibility studies of the extended school year. The Rock Hill School District decided to apply for one of the grants and requested assistance from the Research Information Unit in that effort.

The Research Information Unit would furnish all extended school year information on hand, through a computer search of ERIC and journal articles in addition to extraneous documents available from other sources. The field agent was requested to assist in the interpretation of this data pre-requisite to the writing of a proposal for a grant.

In several of the articles supplied by the Research Information Unit, Mr. George Glinke's name was mentioned as a leading authority in the extended school year field. Mr. Glinke was contacted by the field agent for special assistance on the Rock Hill proposal. Mr. Glinke complied with the request by furnishing several documents including his own proposal for a feasibility study grant. Further, during a trip to Columbia, South Carolina, to address the Southern Association of Secondary Schools and Colleges, Mr. Glinke met with the Associate Superintendent to discuss Rock Hill's proposal.

On the basis of research documents supplied by the Research Information Unit and Mr. Glinke's first-hand knowledge, the Associate Superintendent, in collaboration with the field agent wrote a proposal for the feasibility study grant which received funding in August, 1971.

RESULTING ACTION:

The Rock Hill Extended School Year Study is in full operation with five study committees having examined plans which would be feasible for implementation. Critical Decision Committee which reviewed the findings of the five study committees and made the decision to adopt the quinmester approach to an extended school year. The Communication Specialist was asked to serve on this Committee as a resource person. The Associate Superintendent for Instruction who was responsible for the development of the extended school year study grant comments on the Research Information Unit's assistance to the project:

It would be nearly impossible for me to measure the value of the assistance provided to us by the RIU as we attempted to develop a proposal requesting a grant to study the feasibility of the extended school year. By having the services os the RIU, I feel this district had an advantage over the other districts who were competing for these grants.

Through the services of RIU, we were able to amass a vast quantity of written information pertinent to the extended school year program. Also, we were able to make individual contact with various directors of extended school year programs, many of whom had written similar proposals. These persons were able to provide us with invaluable information as we attempted to develop the project proposal. Without these services provided throughout RIU, it would have been impossible for me to have prepared a comprehensive and complete proposal in the short period of time permitted. The RIU was able to provide fast and efficient service relevant to our needs. In addition, the Communications Specialist, Miss Crolley, assisted in the actual development of the proposal by interpreting research data and writing and rewriting sections of the proposal.

After we were awarded the grant from the State Department of Education and began to implement the study, the local information research office continued to make contributions to the study by identifying other school districts who had undertaken such studies and school districts who are now implementing extended school year programs. Through correspondence with these districts and/or directors, we have been able to eliminate time-consuming steps and address ourselves to the immediate problems pertinent to this district and to the study.

As Associate Superintendent for Instruction I have been assigned the responsibility of identifying subjects which will need to be included as part of our extended school year program and determining if there are teaching material available which can be used when such courses are implemented. Also, we will recommend the procedures fro revising the school curriculum if the extended school year program is implemented in this district. The RIU is already seeking out pertinent information concerning these two areas.

In addition, the unit has provided information and resources which enabled me to plan in-service programs for principals and teachers. One of these programs was furthered through Title 45 for the 1970-71 school year. Further, through this unit I have been provided information pertaining to the exemplary programs appropriate for slow learners. Most of the teachers in this district expressed concern with this problem, and we are now in the process of trying to effect some solutions.

Such RIUs can be of great value to any school district which is constantly engaged in change, if the unit is staffed with quality personnel and if this personnel is not required to serve a large area and thereby spread his services too thinly.

TOPIC: The Golden Card Club

REQUESTER: Mr. B. Jeff Savage, Jr., Superintendent, Rock Hill District Number Three, Rock Hill, South Carolina

SOURCES RETRIEVED: The Educational Informer

FIELD AGENT ACTIVITY:

The Communication Specialist was alerted to the fact that the local superintendent of schools was conscious of public relations and strived continually for improved communications with the Rock Hill Community. District staff members were encouraged to pass along ideas which might have value in this area.

An article concerning a public relations project in Massillon, Ohio, which involved senior citizens in athletic events was published in the May, 1971 issue of The Educational Informer. This article was reviewed by the Communication Specialist and forwarded to the superintendent's office.

During a weekly staff meeting the article was discussed, with staff members commenting on its projected operation and effectiveness. With little resistance, the project gained consensus and was implemented.

RESULTING ACTIONS:

The Rock Hill School District issued three hundred golden cards to senior citizens and more were requested. In the summer of 1972, 500 new cards will be reprinted for the 1972-73 school year. The reaction of Mrs. Helen Brawley, Director of the Senior Citizens Center, is included in this report:

On behalf of the senior citizens and myself, I want to thank Tammy Crolley, the Communications Specialist, Mr. Savage, and the members of the School Board of Rock Hill School District No. 3 for providing a Golden Card Club here in our Senior Citizen Center. The Golden Club Card allows all members 65 or older to attend all school functions free of charge.

This is one of the greatest things that has happened to some of these people in a long time. Since they must live on a fixed income, they have had to give up such luxuries as attending football games. But through this service you are giving them an opportunity to continue to be very active citizens.

I only wish you could have been there to see their faces and hear some of their comments when their cards were distributed to them; "I feel like a millionnaire," "Now I can get back among the living" and one grandfather said he could now see his grandson play football without waiting for an invitation. Two retired school teachers said that they were so glad that they could once again begin to attend the music concerts.

Again thank you for providing a dignified way of making the lives of the elderly in this community more enjoyable.

TOPIC: Learning Resource Center

REQUESTER: Communication Specialist, Rock Hill School District Number Three, Rock Hill, South Carolina

SOURCES RETRIEVED: 11 ERIC
3 CIJE
6 Education Index articles
Three State Department consultants who met with Rock Hill personnel. The SEA consultants represented the curriculum areas of reading, social studies, and English.
Two professors at Winthrop College contacted regarding an evaluation design.
Dr. Carl Fehrle of the University of Missouri, contacted for his assistance in furnishing research information on Learning Resource Center.

FIELD AGENT ACTIVITY:

In the two months which followed the initiation of the South Carolina Pilot Program for Information Dissemination in the target district of Rock Hill, South Carolina, the Communication Specialist had contacted educators in all levels of public education. One fact appeared over and over in the ensuing discussions, that is, a need for instructing students on their individual levels. As a result of a unitary school system and increased pupil/teacher ratio, a wide diversity in pupil achievement existed in almost ever Rock Hill classroom. Yet nowhere in the system was a classroom fully equipped or a teacher adequately prepared to handle instruction on an individual basis.

On January 26, 1971, the Communication Specialist met with the faculty members of Castle Heights Junior High School. Several times during the day an approach to the problem of multi-levels of achievement through individualized instruction was mentioned. The idea arose of housing specialized material to implement this type program in the Castle Heights Junior High School library. Mrs. Carol Scott, the librarian, had attended several institutes for independent studies and had even initiated independent study projects at Rock Hill High School while serving as librarian. Mrs. Scott asked to see research data concerning the establishment of a Learning Resource Center. Several days later, Mr. Paul Campbell, principal of Castle Heights Junior High School, was contacted and the idea of a Learning Resource Center presented to him by Mrs. Scott and the Communication Specialist. He enthusiastically received the innovation, indicating the need for such a project by citing several case histories in which student failure had been due to a lack of individual attention.

At this point, the Communication Specialist contacted Dr. Carl Fehrle at the University of Missouri concerning Learning Resource Center information. Dr. Fehrle forwarded to Rock Hill many ERIC abstracts and a monograph of a Learning Resource Center at McMorrow Elementary School in Missouri. Additional information was requested from the Columbia Research Information Unit concerning individualized instruction, achievemnet differences, and the disadvantaged child. (Bibliography of information studied is available upon request.) In the process of studying the research information on Learning Resource Centers, the Castle Heights Junior High School personnel (by this time two teachers were involved) projected that a

Learning Resource Center similar to the one in operation at McMorrow Elementary School would most nearly coincide with the needs of Castle Heights Junior High School. The McMorrow Elementary School Learning Resource Center then was chosen as the model for the first Learning Resource Center in Rock Hill.

The most urgent need at this time, was a financial source which could be tapped for an experimental program. On February 15, 1971, the Communication Specialist was informed by the District Administrative Office that a figure of $16,000 was available from Title III NDEA funds for this project upon a competitive funds basis. Mr. Campbell at Castle Heights Junior High School was able to match this federal money and the project was submitted for approval to the Rock Hill School District Administration. (Project proposal and approval are available upon request.)

According to federal regulations, the funds had to be spent in two weeks, by March 1, 1971. For this reason, the studying of research information was subordinated to a rapid gathering of a materials and equipment list. When the two teachers involved in the project requested assistance in the selection of materials and equipment, a meeting with SEA consultants in the teachers' subject areas of Language Arts and social studies was arranged. Since time was short, the Learning Resource Center personnel - Mr. Campbell, Mrs. Scott, and the two teachers, met with the SEA consultants at the State Department in Columbia.

During this Columbia meeting, the Learning Resoubce Center team was informed by consultants that a media center existed in a neighboring school district which housed a Learning Resource Center similar to the one planned by Rock Hill. A visit to this media center proved unsubstantial regarding curriculum implications for there was no organized plan of individualized instruction in process. However, ideas for equipment selection were generated from this visit as the Rock Hill personnel observed several sophisticated audio visual products in operation by students.

The list of materials and equipment was ordered by the Castle Heights Junior High School personnel by March 1, 1971. (Materials order is available upon request.) The next step centered upon an in depth search of research data related to the objectives and procedures for establishing a Learning Resource Center. Guidelines were to be drawn up from this information.

In the meantime, Winthrop College had been contacted regarding the use of its students to serve as library aides assisting the director in the administration of the Learning Resource Center or as teacher aides assisting the classroom teachers in the process of individualized instruction. The Dean of Education agreed to furnish to Castle Heights Junior High School a "steady stream of students" instructed at the college level in the use and correlation of audio visual equipment with an individualized progra. In-service sessions for teachers and students are still to be worked out. (Minutes of meeting with Winthrop College faculty are available upon request.)

A two week planning session for participating teachers and the library supervisor was initiated in the summer of 1971 previous to the September establishment of the Learning Resource Center. District funds were approved and allocated by the local Superintendent for this in-service summer training. (Memo is available upon request.) The Superintendent perceived the Learning Resource Center as a vehicle to provide a training lab in individualized instruction for other district teachers, especially teachers at Rosewood Elementary who had previously

expressed an interest in this area and who were cooperating with Winthrop College in a Portal School Program.

During the two week summer planning period, the Learning Resource Center personnel previewed all materials ordered for the new program and formulated student study sheets and guidelines. In addition, student contract sheets were drawn up and placed in individual student folders. The Rock Hill RIU provided clerical assistance in typing and reproducing these forms.

A need for evaluative procedures had been expressed by everyone involved in the Learning Resource Center, yet the expertise to establish an evaluation design was lacking. Because there was no formal evaluation unit in the target district, other agencies were contacted. Two Winthrop College professors of psychology furnished the Learning Resource Center project with a preliminary evaluation design. (Preliminary evaluation design is available upon request.)

While the principal of Castle Heights Junior High School assumed the responsibility for administering and implementing the evaluation design, other agencies were charged with interpreting and analyzing evaluation results. To date these other agencies have not been identified pending approval of a Title 45 project submitted by the Rock Hill School District which incorporates the Learning Resource Center project and its evaluative procedures. (Title 45 proposal is available upon request.) Provision has been made by the proposal author, Mr. B. R. Taylor, Associate Superintendent for Instruction, for a revised budget of $15,000 to include a director's salary, evaluation consultant fees, and additional material and equipment for the Learning Resource Center.

RESULTING ACTION:

Until the revised project is approved and an additional salaried employee is acquired, a volunteer aide will continue to assist in the Learning Resource Center which is operational at the present time. Preliminary reports indicate a successful effort in individualized instruction. The attitude of students is one of excitement, for no one seems frustrated by failure because there is no failure. The attitude of students is one of excitement for no one seems frustrated by failure because there is no failure.

TOPIC: Social Adjustment Class

REQUESTER: Mr. B. Jeff Savage, Jr., Superintendent, Rock Hill School District Number Three, Rock Hill, South Carolina

SOURCES RETRIEVED: 9 ERIC
25 CIJE
15 Education Index articles
1 PREP, "Behavior Modification"
Five State Department consultants who met with Rock Hill personnel. The SEA consultants represented the areas of testing and evaluation and the curriculum areas of science, social studies, math and English.

FIELD AGENT ACTIVITY:

The local Superintendent of the Rock Hill target district contacted the office of the Communication Specialist and requested information on the establishment of social adjustment classes. These classes would retain the suspended or expelled student in school by placing him in a social adjustment class where he would receive counseling and individualized instruction in academics.

The Communication Specialist met with a research committee at each secondary school involved in the project for the purpose of studying the following topics relative to the establishment of a social adjustment class: "special classes," behavior modification, successful techniques of discipline, concepts of positive reinforcement, etc. (Minutes of meetings and a bibliography of data reviewed are available upon request.) Committee chairmen were appointed and guidelines for the classes formulated upon an in-depth study of the research data. (Guidelines are available upon request.) The project received monetary approval from the Model Cities commission on April 13, 1971. (Memorandum is available upon request.)

A meeting of the secondary principals, the Communication Specialist, and the Associate Superintendent for Instruction provided a forum for candid discussions concerning the design of the social adjustment classes based upon the guidelines recommended by the various study committees. Each principal was free to interpret the research data and therby organize the class in his school in the manner he thought most relevant to his needs and most effective for his purposes. One of the classes would stress the punitive aspect; another class would emphasize rehabilitation through counseling and individualized attention; the third class would be a combination of both approaches. (Minutes of principals meeting are available upon request.)

Once the direction of each class was determined, the Research Information Unit sought to facilitate implementation of the project by contacting SEA consultants. A testing consultant was requested to provide expertise in the area of testing and evaluation. (Testing procedure is available upon request.) Curriculum consultants provided assistance in the selection of materials and equipment with which the social adjustment classes would be supplied. (Memos are available upon request.)

RESULTING ACTION:

The responsibility for dissemination was delegated to the office of the Communication Specialist and a radio program was arranged for the purpose of acquainting the Rock Hill community with the new concept of social adjustment

classes. (Reproduction of radio broadcast is available upon request.) The principal of each secondary school directed the orientation of faculty to innovation and the project became operational in September, 1971. Evaluation of the project will be conducted by Model Cities with the name of the Model Cities' representative and evaluative data collected to date available upon request.

TOPIC: Music Curriculum Revision

REQUESTER: Mrs. Eve Griffin, Music Teacher, Ebinport Elementary School, Rock Hill School District Number Three, Rock Hill, South Carolina

SOURCES RETRIEVED: ERIC summaries
CIJE summaries
Elementary music curriculum guide
Consultant assistance

FIELD AGENT ACTIVITY:

In May, 1971, the Communications Specialist was contacted by a music teacher in one of the local schools for assistance in revising the existing music curriculum. During the initial discussion, five other music teachers were identified by the client in sharing the same concern as the client. Since summer vacation was only a few weeks away, the field agent and client delayed further action until school reconvened in August.

During the first week of September the other music teachers were contacted and asked if they would be interested in forming a committee to study the music curriculum in order that changes for improvement might be suggested. All five teachers enthusiastically agreed to serve as committee members and the first meeting was held September 8, 1971. (Minutes of the meeting are available upon request).

The committee members chose a chairman from their group and decided upon future courses of procedure and action. The problems confronting these teachers were to be defined by a needs assessment with objectives for meeting each need to follow. While five needs were specified, (see minutes) the most obvious one centered upon the problem of most curricula, making the curriculum relevant to the needs of students. Following the needs assessment a course of action was decided upon: (1) To examine the existing Rock Hill School District music curriculum, listing the strengths and weaknesses of it, the areas of need, and the problems which should be resolved. (2) To examine music curriculums of other school districts and the effectiveness of these curriculums. (3) To examine research data concerning innovations in music curricula. (4) To seek assistance from the State Department Music Consultant when necessary.

The committee members met twice a month examining, researching, defining and redefining problem areas and ways to resolve them. In November the South Carolina State Department of Education Music Consultant was called in for assistance in formulating recommendations for change. In December, the recommendations were presented to all music teachers in the district for their reactions. After input from music teachers not on the committee and further redefining, the recommendations and objectives were presented by the music committee to the superintendent, associate superintendent, and the director of secondary education. Most recommendations were approved and are in the process of being implemented.

RESULTING ACTION:

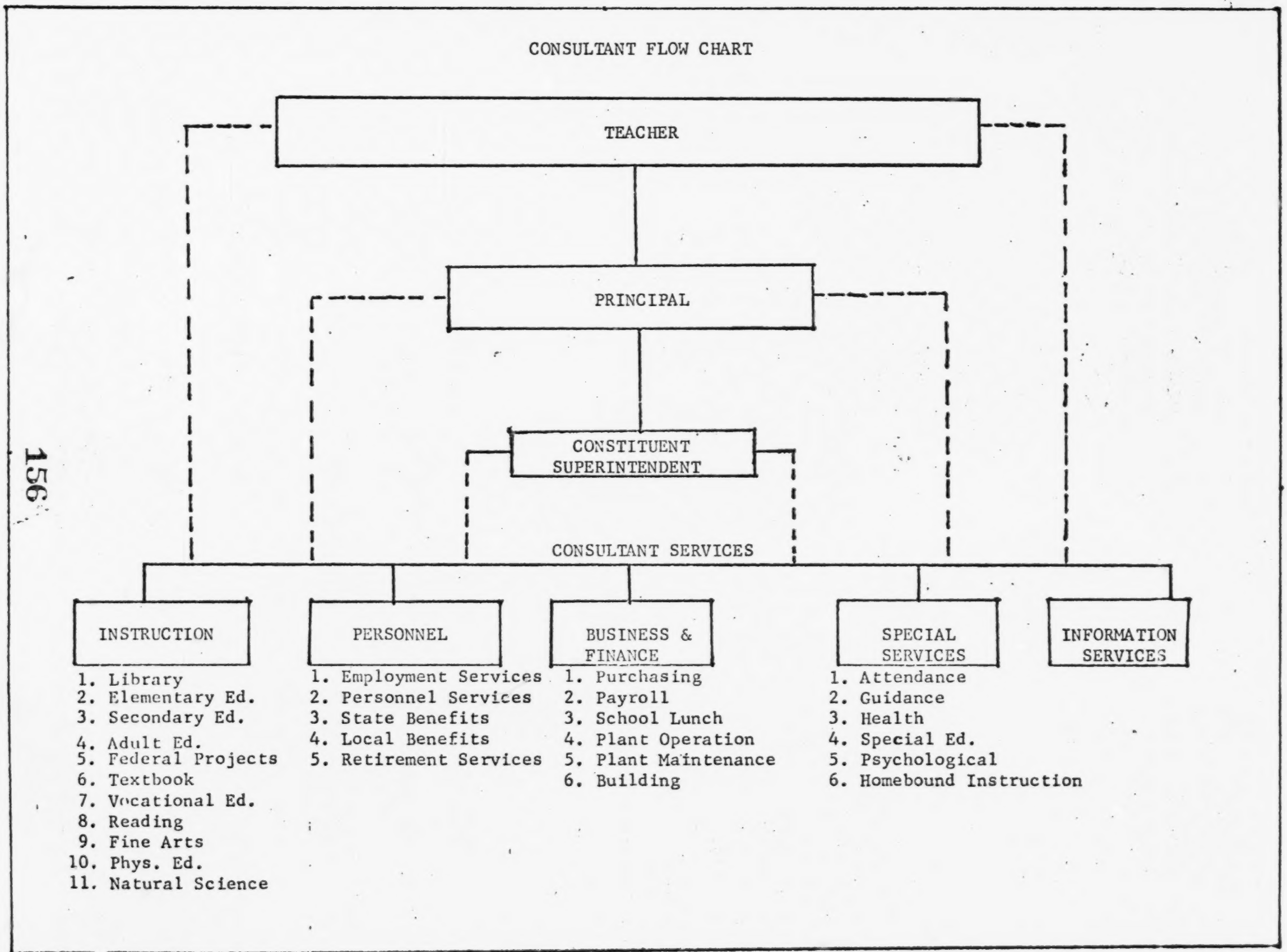
One of the recommendations included live concerts presented by the Winthrop College Music Department to public school children. The first of these concerts is scheduled for February with three more to follow between February and May.

Another recommendation concerned creating community awareness of the music instructional program in the public schools. January 31-February 4 was declared public school Music Week in the Rock Hill School District with invitations to community members to visit music classes in session.

The music committee continues to meet bi-monthly to discuss programs to date and evaluation of completed activities. New goals are being formulated by music teachers to reinforce primary objectives. The field agent attends some of these meetings but is gradually beginning to pull away since the committee is now conscious of the problem solving process and has established a self-renewing capacity in its ability to identify areas of need and formulate objectives to resolve the need. New areas identified by the committee concern music for the handicapped child, music as a therapeutic process, and guitar and string programs for gifted students.

Appendix N.

CONSULTANT FLOW CHART



Appendix O.

CHARLESTON, SOUTH CAROLINA

FOR

South Carolina Pilot Program
For Information Dissemination

WHAT IS THE SOUTH CAROLINA PILOT PROGRAM FOR INFORMATION DISSEMINATION

Description - The South Carolina Pilot Program is one of three federally funded projects in the nation. The other two states which are engaged in similar projects are Oregon and Utah. One of the purposes of the project is to determine if educational information provided in answer to a specific problem within the district will assist local educators in their problem-solving activities.

The South Carolina State Department of Education is offering this new service to provide current research information to school districts. This service is provided through the South Carolina Pilot Program Information Dissemination and has been funded by the U. S. Office of Education.

Each year vast amounts of research information which could be used in State Educational processes with regard to pertinent research information has been limited. There has been a need for a coordinating unit within the State Department of Education which could process requests for various types of research information and assistance.

Those who identify the educational needs of the local school districts are looking for sources of information to assist them in formulating a workable plan to meet these needs.

Research on any problem relevant to educational needs may be requested by the local district. Through the local communication specialist, the request will be processed by the Research Information Unit of the State Department of Education.

WHAT IS THE RESEARCH INFORMATION UNIT? (RIU)

Description Research Information Unit (RIU) is a component of the Office of Research, State Department of Education. RIU was established to assist local school districts in their decision making processes with regard to pertinent research information.

A search for information will be made to locate sources of research data that would be pertinent to the solution of the local problem and a list of the available sources of information will be packaged from the list of research information pertaining to the request; thus giving the local district the opportunity to select the data which is believed to be pertinent to the solution of the problem.

The Research Information Unit has access to computer facilities within the State Department of Education. The complete ERIC (Educational Resources Information Center) and the CIJE (Current Index to Journals of Education) files are searched by the computer to locate documents which are relevant to the request.

In addition, a manual search is conducted on each request from the Research Information Unit's general files, other offices within the State Department of Education and the State Library System.

HOW CAN RIU HELP YOU?

Description RIU has assigned a communication specialist in the local school district to help in providing pertinent research information to aid educators in problem-solving or innovative activities. Research information is available from the:

Research Information Unit
State Department of Education
through the
COMMUNICATION SPECIALIST,
CHARLESTON COUNTY SCHOOL DISTRICT
3 CHISOLM STREET TELEPHONE:
722-8461, extensions 71 or 72.

WHAT IS ERIC?
(Educational Resources Information Center)

Description ERIC is the National Educational Information System based on subject focused clearinghouses and supported by the Office of Education, U. S. Department of Health, Education and Welfare. ERIC provides the following services:

1. ready access to any of thousands of educational reports made available monthly by organizations all over the country.

2. produces reviews and bibliographies on critical topics

3. supports dissemination of selected information on educational audiences.

HIGHLIGHTS: CHARLESTON COUNTY SCHOOL DISTRICT
(Users of Pilot Information Service)

1. Assistant County Superintendents
2. County Directors
3. Constituent District Superintendents
4. High School Principals
5. Elementary School Principals
6. High School Teachers
7. Elementary School Teachers
8. Guidance Counselors
9. Others

In addition, many teachers presently enrolled in graduate school and others use the ERIC Indexes (Research in Education), Current Index to Journals in Education, and the New York Curriculum Guide.

MAIN ERIC PRODUCT

Description — Research in Education: A monthly abstract Journal announcing over 900 new significant reports relevant to educators in each issue. These abstract journals are housed in the office of the Communication Specialist.

CURRENT INDEX TO JOURNALS IN EDUCATION: A monthly index to articles in over 550 English-language periodicals relevant to education from all over the world.

WHAT ARE THE DUTIES OF THE COMMUNICATION SPECIALIST?

Description — The specific duties of the Communication Specialist include:

1. helping to identify educational problems
2. helping to develop approaches and plans in problem-solving or innovations
3. helping to convert provided research data into a format which facilitates the utilization of the material
4. helping to implement and participate in evaluation of the effectiveness of the project.

IN ADDITION TO ERIC: The Pilot Program provides "Targeted Communications"

Description: Interpretive summaries called "Targeted Communications" are prepared under contract as part of a program to increase the utilization of the findings of educational research and development for improving educational practice. Targeted Communications are written in a NONTECHNICAL language and are prepared to meet the information needs of specific nonresearch audiences. Their purpose is to provide school districts, universities and State agencies with information they need to evaluate their current education programs or to implement improved ones. Depending upon the audience and the topic examined, the information might include cost estimates for installing a new curriculum, planning guidelines, evaluation techniques, sources of additional information, brief description of exemplary practices in other schools.

PREP Targeted Communications are issued monthly as PREP (Putting Research into Educational Practice) reports, which are distributed to each State education agency for subsequent dissemination to local schools.

The PREP report format is specially designed to facilitate reproductions of multiple copies by SEA's and LEA's. Through this joint effort the National Center for Educational Communication hopes to strengthen State and local educational information services and to speed the adoption of tested educational products and practices.

Following are the PREP reports which have been issued to date:

1. Instructional Television Facilities: A Guide for School Administrators and Board Members.
2. Reading Difficulties: Reading and the Home Environment. The Principal's Responsibility.
3. Establishing Central Reading Clinics: The Administrator's Role.
4. Correcting Reading Problems in the Classroom.
5. Treating Reading Disabilities: The Specialist's Role.
6. Bilingual Education.
7. Research for School Board Members: School-Community Relations.
8. Research for School Board Members: Teacher Militancy, Negotiations and Strikes.
9. Job-Oriented Education Programs for Disadvantaged.
10. Seminar of Preparing the Disadvantaged for Jobs: A Planning Handbook.
11. Research on Elementary Mathematics.
12. Paraprofessional Aides.

13. Sharing Educational Services.

14. Social Studies and the Disadvantaged.

15. Student Participation in Academic Governance.

16. Individualized Instruction.

17. Microteaching.

18. Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification.

19. Migrant Education.

20. Teacher Recruitment and Selection.

21. Teacher Evaluation.

22. A Readiness Test for Disadvantaged Preschool Children.

PREP REPORTS ON READING

PREP reports 2, 3, 4, and 5 have been combined into a single publication entitled Treating Reading Difficulties: The Role of the Principal, Teacher, Specialist and Administrator.

HOW TO OBTAIN PREP, ERIC AND CIJE RESEARCH INFORMATION

If you are in need of RESEARCH INFORMATION to aid you in problem-solving or innovations, complete the enclosed form and return same to your Communication Specialist. If you are in need of additional information about this service, please feel free to call your Communication Specialist.

ALFONSO J. EVANS, COMMUNICATION SPECIALIST
CHARLESTON COUNTY SCHOOL DISTRICT
3 CHISOLM STREET
CHARLESTON, SOUTH CAROLINA 29401
TELEPHONE: 722-8461
Ext. 71, 72.

Appendix P.

REQUEST #CH-0054

Topic: Proficient use of Black Literature in English Classes

Requester: Teacher
Rivers High School
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 5 ERIC Documents
16 CIJE Documents
2 Teaching Guides

Field Agent Activity: The Communication Specialist in this case was instrumental in assisting the client with an instructional problem. The information provided by the Communication Specialist helped the teacher structure the learning Activities of students in the use of a Black Literature Series. Thus reducing the chance of behavior problems from their use.

Resulting Action: The client, with the aid of the teaching guides for the Black Literature Series, was able to direct the learning activities of the students and reduced the chance of negative attitudes being developed.

REQUEST #CH-0075

Topic: Incorporating guidance into the total curriculum.

Requester: Guidance Director
Chicora High School
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 15 ERIC Documents
10 CIJE Documents
12 Educational Index Activities

Field Agent Activities: The Communication Specialist met and discussed with the client ways to improve the overall guidance programs in the school. Emphasis was placed on individual and group processes and the role teachers played in informing students of Career interest occupations before students became Juniors and Seniors. The Communication Specialist provided Hard Copy of two ERIC Documents from the local ERIC Files on Basic requirements for an adequate Pupil Personnel Program. Elements of a Comprehensive Guidance System integrated in the Instructional process and various Journal articles retrieved from RIU.

Resulting Action: The client was able to provide increased individual Counseling for Juniors and Seniors early in the school year. Career interest occupations were identified and at present these students are placing emphasis in these areas. The client is presently developing, as a part of the guidance services, a program where the identified interest of students can be integrated in the instructional process of teachers.

REQUEST #CH-0361

Topic: Attitudes and characteristics of effective teachers of the culturally disadvantaged children.

Requester: Guidance Director
St. Paul's High School
Charleston County School District
Yonges Island, South Carolina

Sources Retrieved: 9 ERIC Documents
5 CIJE Documents
0 Education Index Articles
1 Item from "Report on Educational Research" entitled "Are Good Teachers the Same in the Ghetto as in Suburbia?"

Field Agent's Activities: In this case the Communication Specialist was instrumental in providing research information from which a questionnaire was developed and administered to 320 students--of half urban and half rural. The Communication Specialist was also instrumental in getting a study published in the local news media October 2, 1971.

Resulting Action: Two schools, one urban and one rural, are now using the results in professional faculty in service meetings to assist staff members in understanding what disadvantaged and non-disadvantaged students expect of themselves and their teachers.

REQUEST #CH-0233

Topic: Team Teaching

Requester: Principal
Bonds-Wilson High School
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 19 ERIC Documents
11 CIJE Documents
17 Education Index Articles

Field Agent Activities: The Communication Specialist met with the client on several occasions to discuss the varied approaches involved in team teaching for underachieving and failing eighth grade students. In addition to the research information provided by the Unit, a resource consultant in team teaching was secured by the Communication Specialist.

Resulting Action: Pending

Al Evans
Communication Specialist (CCSD)
October 6, 1971

THE CASE OF THE MISSING LINKS

The high school is located in the Northern portion of the school district. Prior to the school year 1970-71, this high school served all Negro students with a predominately Negro staff and was considered to be located in a predominately Negro community.

Total unification of schools in the district and the rezoning of attendance boundaries changed the student population and faculty. During the 1970-71 school year, there were approximately 1,584 students, of which 987 were White and 597 Negro. The professional staff consists of one Negro principal, two White assistant principals, one Negro guidance director, two White guidance counselors, and seventy-eight teachers, of which fifty-three were White and twenty-five Negro.

On January 26, 1971, the Communication Specialist attended a Drug Education Workshop sponsored by the school district for Guidance Counselors. During the break, the Guidance Director and a Guidance Counselor from this school requested his assistance in helping them develop avenues in working with underachieving and failing eighth grade students. The problem as defined during this brief period dealth with a team teaching approach for under achieving eighth grade students.

A meeting was scheduled for the following day in the Office of the Guidance Director at 10:00 a.m.

In the follow-up meeting he was given a copy of a letter sent to the Assistant Superintendent for Curriculum and Instruction requesting assistance in helping underachieving and failing eighth grade students.

Below is a portion of the content of the letter;

"Will you please read the attached note written by an eighth grade student.

'I am a very no good young man always in something which they always say, and I the kind of young man who always have problems on my mine and it worry me so much I can't get my work done, and I don't tell my problems to anyone because they just look at me and say I can't help you. So I let it stay. It's very hard to work with something on your mind, you understand.'

" It is typical of what is going on in the monds of probably all of the socially promoted students. These are the people who find no satisfaction in their home lives, no successes in their school work, and who are relegated to companionship with others who are experiencing a lack of success.

"Knowing your concern for working with potential dropouts, we, at this moment, respectfully submit that the immediacy of the potential problems of these students who are filled with doubts and anxieties and lack of understanding must be faced. The 1970-71 school enrollment consists of 420 eighth graders and 160 Seniors.

"We propose for your approval and cooperation, the placing of these underachievers in one section of the building so that a team teaching approach may be feasible. A teacher from each subject department will be carefully chosen to work with these eighth graders. Assistance will be given them through the use of practice teachers from state college who have been involved in classes for the purpose of assisting the culturally disadvantaged and underachieving students.

" Our second semester begins next week. Obviously, time for preparation is too brief, but there is the necessity for doing the impossible. Teachers are begging to have certain students removed from their classes. Parents are stating that they feel they cannot force children back into classes if they fail again. The 17 year old girl still in the eighth grade is presenting a real problem - just one example.

" May we please hear from you at the very first possible moment. We are available for discussion at any time."

Signed: Principal

REQUEST #CH-009

Topic: Grouping for better instruction in Reading.

Requester: Principal
Chicora Elementary School
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 3 ERIC Documents
18 Educational Index Activities

Field Agent Activity: The Communication Specialist met with the principal, Assistant Director of Special Services, Director of Special Education, and the Director of Guidance to discuss ways of grouping students to improve Achievement in Reading and Mathematics. Emphasis in Follow-up meeting with the principal was placed on Reading. The information provided by the Communication Specialist enabled the principal to reassess needs, scheduling, grouping of students and the acquisition of Diagnostic Prescriptive Teachers (DPT).

Resulting Action: A systematic approach to reading was developed for all students. Reading was taught on varying levels and Inter-Class grouping was established. Students progress met and excelled the expectations of the client.

REQUEST #CH-0058

Topic: Effectiveness of the nongraded school in comparison with the graded school.

Requester: Principal
Albemarle Elementary School
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 13 ERIC Documents

Field Agent Activity: The Communication Specialist responded to a request received via mail for information pertinent to 12 questions regarding what Research had to say about the effectiveness of the nongraded school in comparison with the graded school. The Communication Specialist in his contact with the client regarding the request found that the client had implemented on experimental basis individualized learning experiences for students who presented problems in classes. Students from grades 4-5, 6-7 were mixed, but the principal was receiving community pressure from parents. The Communication Specialist was able to provide information in answer to the 12 questions, presented by the principal, which supported the program; also, ways he could build parent support for the program.

Resulting Action: Parent support was improved for the program, a reduction in behavior problems was evident, and the program is being looked upon as a model in reducing behavior problems, encouraging individual achievement, and building School-Community relations. The client is presently receiving telephone calls from parents requesting permission for their children to enter the experimental classes. The client is also expanding the program to other grade levels.

REQUEST #CH-0097

Topic: Behavior Modification

Requester: Psychologist
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 4 ERIC Documents
13 CIJE Documents
21 Education Index Articles
1 PREP Packet--"Reinforcing Productive Classroom Behavior" #18

Field Agent Activities: The Communication Specialist met with the client and discussed the various requests received by the Unit from local teachers, principals, and parents concerning behavior--related problems. Research information was provided at this meeting; hence, the Specialist was able to expose the client to different behavior modification approaches being used in other school districts.

Resulting Action: The information was utilized to write a project proposal. A grant was awarded for the first year in the amount of $58,189 through Section 306, Title III, ESEA of 1965 P1 89-10. This project is presently in operation.

REQUEST #CH-0229

Topic: Programs for Unwed Mothers

Requester: Director
Homebound Instruction
Division of Special Services
Charleston County School District
Charleston, South Carolina

Sources Retrieved: 2 ERIC Documents
6 CIJE Documents
10 Education Index Articles

Field Agent Activities: The Communication Specialist compiled research information concerning what other school districts are doing for the school-age unwed mother.

Resulting Action: Pending